DOCUMENT RESUME

ED 384 381 JC 950 341

TITLE	Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University.
INSTITUTION	Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE	Jun 95
NOTE	290p.; For individual papers, see JC 950 342-352.
AVAILABLE FROM	The Center for Faculty Development, Mid-Career Fellowship Program, History Department, 129 Dickinson Hall, Princeton University, Princeton, NJ 08544 ($15).
PUB TYPE	Collected Works - General (020) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Affirmative Action; College Faculty; *Community Colleges; Computer Literacy; Educational Finance; *Educational Practices; *Educational Principles; *Educational Trends; Ethnicity; Faculty Development; Females; Health Personnel; Interdisciplinary Approach; Literacy; Multicultural Education; Nursing Education; Police Education; Reverse Discrimination; Two Year Colleges; Two Year College Students

ABSTRACT

This collection includes essays on contemporary issues facing community colleges written by fellows in Princeton University's Mid-Career Fellowship Program. The following essays are provided: (1) "A Human Development Workshop on Cultural Identity for International Students," by Cecilia Castro-Abad; (2) "Generating Moral Dialogue on a College Campus," by Francis H. Conroy; (3) "A is for Average: The Grading Crisis in Today's Colleges," by Barbara L. Farley; (4) "Interdisciplinary Study: Towards the Millennium," by Maryanne M. Garbowsky, arguing against extreme specialization in academia; (5) "One-Person Criminal Justice Programs: An Exploratory Study," by Peter Horne, examining issues confronting criminal justice programs with only one full-time faculty member; (6) "Amateur Nursing: Delegating Nursing Tasks to Unlicensed Assistive Personnel," by Jane Pamela Meehan; (7) "A Small Example of Reverse Discrimination," by Ruth D. O'Dell, discussing a 1989 case in New Jersey; (8) "An Unlevel Playing Field: Women in the Introductory Computer Science Courses," by Marian Sackrowitz; (9) "Defending Literacy: With Particular Consideration of the Community College," by Geoffrey J. Sadock, examining a perceived decline of literacy and its causes; (10) "Financial Decision Making During Economic Contraction: The Special Case of Community Colleges," by Barbara Seater; and (11) "Alternative Approaches to Adjunct Faculty Development," by Donna M. Thompson. Most papers contain references. (MAB)

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ED 384 381

ISSUES OF EDUCATION AT COMMUNITY COLLEGES

ESSAYS BY FELLOWS

IN THE MID-CAREER FELLOWSHIP PROGRAM

AT PRINCETON UNIVERSITY

JUNE 1995

U.S. DEPARTMENT OF EDUCATION
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A HUMAN DEVELOPMENT WORKSHOP ON CULTURAL IDENTITY FOR INTERNATIONAL STUDENTS

Cecilia Castro-Abad

Brookdale Community College
Lincroft, New Jersey

The purpose of this paper is to outline a Human Development Workshop on Cultural Identity (Hud 96A for one credit), that I shall teach at Brookdale Community College, Lincroft, New Jersey during the Winter, 1996. Approximately twelve to fifteen students will be enrolled. The workshop will include exercises on cultural differences and similarities presented in ten sessions of one and a half hours each. To prepare the material, I have done research on cultural differences and cultural identity, and I have also interviewed thirty international students from Brookdale Community College. These interviews were conducted in a casual manner and individually. The students' answers have suggested what key aspects of the material would be most appropriate for the international students and what to emphasize in the exercises. As the leader of the workshop, I shall open each exercise by providing my own personal experience. At age eighteen, I was an exchange student from Ecuador in Salem, Oregon; my proposed workshop, therefore, is something I can relate to and for which I can provide personal examples.

The proposed workshop will include exercises on:

- language
- cultural differences/similarities
- cultural identity
- achieving styles

I will utilize literature included in the bibliography of this paper as reference materials during the workshop sessions.

International students need special attention because they have been uprooted from their native culture and are no longer in their "comfort zone." When we uproot or transplant a bush or flower from one pot to another, or from a pot to the ground, it needs tender loving care in order to flourish in the new place. A human being who is uprooted needs that tender loving care, as well. Erik Erikson (1964) presents a similar analogy when he talks about being uprooted:

> Beyond this you will recognize in the symbolism of ropes a variation on the theme of roots which pervades our imagery on the subject of transmigration. There roots are torn out or are brought along, dry up in transit or are kept moist and alive, find an appropriate soil, or fail to take hold and wither. (p.88)

My desire in this workshop is to help international students feel free enough to express their feelings about displacement in a setting along with other international students. They will have in common the fact that they have left their cultures behind to enter a new culture and have now become foreigners and minorities. In addition, the members of this group all share the problem of having English as a second language and of speaking with an accent. This camaraderie and commonalty will give them a sense of belonging to this group. As Professor Marsha Levy-Warren of Princeton University states in Leaving Home: On The Formation Of Cultural Identity:

> cultural identity permits people to feel the sense of belonging which was once reserved for their homes in situations other than home and with people other than members of their families. What children perceive in concrete terms (a place in which they belong), adolescents perceive in more abstract form (a group to which they belong). This occurs in tandem with and is made possible by the fuller development of the capacity for abstract thought in adolescence. (p.2)

> It is especially hard for adolescents whose personal histories have left them in a state of cultural loss or confusion to find a comfortable niche for themselves in the multicultural world in which they live. (p.3)

In the novels Lost in Translation, by Eva Hoffman (1989), and How the Garcia Girls Lost Their Accents, by Julia Alvarez (1991), there are many descriptions in which the main characters struggle with the hope of trying to find inner peace and a sense of identity. For example Eva's melancholy is shown in her homesickness for the places and people she left behind in Cracow:

> Underneath my carefully trained serenity, there is a caldron of seething lost loves and a rage at the loss. And there is- for all

> that- a longing for a less strenuous way to maintain my identity and my pride. I want to gather experience with both my hands, not only with my soul. Essential humanity is all very well, but we need the colors of our time and the shelter of a specific place. (p.139)

Professor Levy-Warren (October 1994) stated in a class lecture included in the course "The Formation of Ethno-Cultural Identity" that, upon leaving a culture of origin, there is a mourning process for one's past culture. I can relate very keenly to this concept because when I decided to leave Ecuador and reside in the United States, I did not realize then that I too would mourn my lost culture. During the specific holidays of the city where I grew up, I have at times felt so homesick that I have telephoned my family to know how they were celebrating the day. Even though I have accepted what I have lost and now enjoy the holidays celebrated in the United States (such as Thanksgiving), occasionally I still feel the sudden melancholy that Eva Hoffman describes.

Until a foreigner has acquired fluency in the new ***language***, he or she feels awkward. This is expressed by Hoffman (1989):

> Because I'm not heard, I feel I'm not seen. My words often seem to baffle others. They are inappropriate, or forced, or just plain in-comprehensible. People look at me with puzzlement; they mumble something in response--something that doesn't hit home. Anyway, the back and forth of conversation is different here. People often don't answer each other. But the mat look in their eyes as they listen to me cancels my face, flattens my features. The mobility of my face comes from the mobility of the words coming to the surface and the feelings that drive them. Its vividness is sparked by the locking of an answering gaze, by the quickness of understanding. But now I can't feel how my face lights up from inside; I don't receive from others the reflected movement of its expressions, its living speech. People look past me as we speak. What do I look like, here.? Imperceptible, I think; impalpable, neutral, faceless. (p.147)

A related example of the difficulty of inarticulateness in a new language mentioned by Julia Alvarez (1991) is: "There was no meanness in this face, no kindness either. No

recognition of the difficulty she was having in trying to describe what she had seen with her tiny English vocabulary. "(p.162)

There are cultural differences in communication styles in addition to speaking a different language *per se*. For example, the Japanese, use the word *hai*, yes, during the course of a conversation. Nevertheless, the Japanese mean only that the message was heard, not necessarily agreed upon (See Appendix 1).

Exercise 1, in the language component of the workshop, will be to write some idiomatic expressions and colloquialisms in one's native language, then explain the meaning of each.

Exercise 2, in the language component, I shall request the group to list idiomatic expressions and colloquialisms that they know in English and discuss their meaning.

I remember having a conversation with my son in his bedroom when he was thirteen. In the middle of the conversation, in reaction to something I said, my son exclaimed, "Get out of here." I felt crushed. I went to my bedroom and sat on my bed. I was hurt and speechless. After a few seconds, he walked into my bedroom to continue the conversation. It was obvious to him that I was upset. When he asked me, very concerned, "What is the matter?" I said, "If you throw me out of your bedroom now, when you are thirteen, what can I expect as you get older?" He hugged me and said, "That is only an expression; do not take it literally." I felt relieved. This is an example of how misunderstandings arise because the English as a second language speaker interprets a phrase literally and is oblivious to the idiomatic meaning of the phrase.

Crespo Gonzalez (1990, pp. 53-68), of Adelphi University, writes in her article that she asked sixty Puerto Rican adults to respond to the Thematic Apperception Test in both Spanish and English. Responses were analyzed by comparing the number of emotional words and the emotional content of stories in each language. The results showed that Spanish was used more often when speaking to parents, relatives, and older individuals. Even fluent English-speakers preferred Spanish in some situations for the

expression of emotion. These findings show the impact of a bilingual background and specifically suggest that the language spoken in early childhood affects emotional and social development. These findings have important implications in psychotherapy. I think that when a person seeks counseling, he/she needs a therapist who speaks the same native language. A person feels more at ease talking about his/her concerns and emotions in his/her native tongue than in an acquired one. In addition, psychological tests would be more appropriately given to bilingual individuals in their main language. Otherwise, I think, the test would lose its validity. Alvarez (1991) also refers to the effect of bilingualism when an individual is in the middle of an emotional situation:

> The radio is all static--like the sound of the crunching metal of a car; the faint, blurry voice on the airwaves her own, trapped inside a wreck, calling for help. In English or Spanish? she wonders. That poet she met at Lucinda's party the night before argued that no matter how much of it one lost, in the midst of some profound emotion, one would revert to one's mother tongue. (p. 13)

Each human being is unique; there are no two people with the same fingerprints, voice, and personality. Nevertheless, as we grow in a particular society we tend to acquire common tendencies or cultural norms. Some norms that are acceptable in one society are not acceptable in another; for example, being late for a social invitation in the United States is not acceptable, whereas in most Latin American countries it is even fashionable to be ten to twenty minutes late to a social occasion. ***Cultural differences*** vary widely from one country to another. Something with one meaning in one area may mean the opposite elsewhere. Attitudes toward punctuality vary greatly from one culture to another and, unless understood, can cause confusion, misunderstanding, and even anger. Japanese and Germans tend to be very punctual while many Latin Americans have a more relaxed attitude toward time.

When crossing cultural lines, something as simple as a greeting can be misunderstood. The form of greeting differs from culture to culture. My interviews with

thirty international students confirmed this. Traditional greetings may be a handshake, hug, kiss, placing the hands in praying position, or various other gestures. In Italy and in many Latin American countries, greetings and good-byes are done with a handshake. In some Latin American countries, female friends kiss on the cheek and male friends embrace. The traditional Thai greeting, the *wai*, is made by placing both hands together in a praying position at the chin and bowing slightly. The higher the hands, the more respectful the gesture. The fingertips should never be raised above eye level. The gesture means "thank you," "I'm sorry," as well as, "hello." Failure to return a *wai* greeting is equivalent to refusing to shake hands in the West.

Exercise 3, in the cultural differences/similarities component, would be to role play the different styles of greeting according to the country of origin of the students in the class.

Exercise 4, in the cultural differences/similarities component, will be a type of "show and tell" in order for the participants to explain specific gestures that convey specific messages in different cultures. Misunderstanding of gestures is a common occurrence in cross-cultural communication and misinterpretation, along these lines, can lead to social embarrassment. The "OK" sign, commonly used in the United States, is a good example of a gesture that has several different meanings according to the country where it is being used. In France, "OK" means zero; in Japan, it is a symbol for money; and in Brazil, it carries a vulgar connotation.

Alvarez (1991) narrates the story of an immigrant family from the Dominican Republic. In various instances, she vividly portrays how the daughters had to adjust to two different cultures when they traveled back and forth between the Dominican Republic and the United States. For example: "This is not the States," Tia Flor says, with a knowing smile. "A woman just doesn't travel alone in this country. Especially these days." (p.9)

Exercise 5, in the cultural differences/similarities component, would be to discuss traditions, foods, and holidays of each student's country and how they are different and/or similar to those of the other students' countries. Customs also differ not only from country to country but from region to region. For example, on the coast of Ecuador the typical food is quite diverse, but, most dishes are made of plantain. In the highlands, people mainly eat dishes made of potatoes. Another difference, is that the people in the highlands tend to be more conservative than the people who live on the coast.

Professor Levy-Warren (MS) provides a definition of ***Cultural Identity*** as a sense of feeling connected to a group based on religion, national origin, class, ethnicity, activity, sexual orientation, or geography. The need for cultural identity can be observed in several instances in the novels I have read. A good example of a self-conscious grasp of one's cultural identity is Eva Hoffman's reaffirmation of her Jewishness. One day Eva's mother declares,:

> "It's time you stopped crossing yourself in front of churches. We're Jewish and Jews don't do that." It doesn't come as that much of a surprise, really. Of course, I've known we're Jewish as long as I can remember. That's why everyone died in the war. But the knowledge has been vague, hazy; I didn't understand its implications. I feel almost relieved at having it officially confirmed.(p.29) The confirmation of Jewishness is something definite; it is something that I am. (p.32)

In addition to finding her cultural identity in terms of religion, Eva Hoffman had to learn to find a new identity, that differed from that of her parents, because of the difference in their upbringing. This happens also to the Garcia sisters in <u>How the Garcia Girls Lost Their Accents</u>. They were often unable to discuss their social dilemmas with their parents because of the differences in their cultures.

The same happens to deaf children. They have to separate from their parents in order to learn their culture if the parents are from the hearing world. Cohen, in <u>Train Go Sorry</u> (1994), describes the deaf culture and how it is acquired in special schools and

through social activities in the deaf community. The author elaborates on the difficulties deaf individuals have in being the minority in a culture where hearing individuals are the majority. Apparently, what the deaf community looks for is acculturation, development of the ability to adapt to the dominant culture without losing one's own. Nevertheless, just as in any other culture, there is a sense of pride in belonging to the deaf culture. Sofia, one of the characters in the book writes: "I am Deaf and Jewish girl." (p.31). The importance of being deaf is so great for her that she labels herself deaf first. Being deaf takes precedence over her Jewish religion and her place of origin, Russia. James, another character in Train Go Sorry, also had to adapt to two cultures, black and deaf. In The Atlantic Monthly, Dolnik emphasizes the importance of American Sign Language (ASL) for the deaf. He states:

> ASL is the everyday language of perhaps half a million Americans. A shared language makes for a shared identity. With the deaf as with other groups, this identity is a prickly combination of pride in one's own ways and wariness of outsiders. (p.40)

I know a young man, named Luis, who is twenty-two years old. He has been deaf from birth but was born of hearing parents. His family moved to New Jersey from Puerto Rico only six years ago. When they came from Puerto Rico, he attended a special high school for the deaf. He adjusted very well to his new school and to New Jersey. His mother says that when he was a baby, and they learned that he was deaf, they invented their own sign language. They continued to develop more and more signs between the parents, their three hearing daughters, and Luis, their deaf child. As a result, they have always communicated quite effectively with Luis. When he learned American Sign Language, he utilized this system at school but, at home, he used the invented familiar signs to communicate with his family. He graduated from high school and is now working in a factory. He is very involved in family activities and goes out with his friends.

I think he is an example of a member of a minority group who is completely acculturated to the cultures that surround him.

Before I read Dolnik's article, and Cohen's book, I did not think of the deaf as having a separate culture, *per se*. However, both of these authors compare the deaf culture with other cultures in terms of history, traditions, and pride. Both the book and the article emphasized the importance of having separate schools for the deaf where the deaf culture is developed. The importance of having deaf teachers, who, thereby, also become positive role models for the students, was also stressed.

In ***Exercise 6,*** as part of the cultural identity component, I shall ask the participants to list the social groups to which they belong and to explain the activities in which they are involved. This will be an exercise in which students can reaffirm their new identities in these developing subcultures. For instance, when I was an exchange student from Ecuador in Salem, Oregon, at the age of eighteen, the family with whom I was living arranged for me to go on Sundays to a Catholic church with one of their neighbors. Her name was Susan. We became friends and I felt connected with her because we shared the same religion and spiritual bond.

I shall request that the students in ***Exercise 7***, as part of the cultural identity component, recall and describe important people in the Arts, Sciences, Politics, History, etc. fields from their native cultures. I believe that role models are of vital importance in social learning, cultural identity, and the development of personality. After they have identified outstanding individuals in these different areas, they can choose one figure in order to do some research about him/her for extra credit. Friedlander, in her book Being Indian in Hueyapan (1975), narrates the life history of Zeferina, an atypical Indian from Hueyapan, Mexico. She portrays her as a strong, self-sufficient, hard-working, bossy, and determined woman. Because of her husband's death, Zeferina found herself as the head of

a household at the early age of twenty-six. The role of a female as the head of a household was not a foreign concept in her life because both her mother and grandmother had become heads of households as a result of the death and separation of various male relatives. Her strong role model was her maternal grandmother, whom she imitated in many ways, especially in her life as a merchant. Zeferina learned at an early age how to negotiate, buy, and sell by observing her grandmother when she accompanied her on lengthy business trips. This exemplifies Albert Bandura's Social Learning Theory of Modeling (DiCaprio, 1974). Bandura states that we learn through observation.

In ***Exercise 8,*** as part of the cultural identity component, each student will be required to think of the "do's and don'ts" of socializing in one's native country compared to the new ways of socializing here in the United States. Most likely they will find differences as well as similarities in how people socialize in different cultures.

Each individual in ***Exercise 9,*** as part of the cultural identity component, will be requested to describe to the group the strengths and contributions of one's native culture to the American society. By becoming more aware of this aspect of their native culture, international students will feel more accepted in the greater North American society and more proud of their origins.

In ***Exercise 10,*** as part of the cultural differences/similarities component, I shall request that students bring artifacts typical from their country of origin to the workshop and explain their use and how they are made. This could even prove to be an excellent opportunity to discuss in some degree some historical aspects of the different countries.

During the "Formation of Ethno-Cultural Identity" course at Princeton University, Professor Levy-Warren defined the difference between assimilation and acculturation. "Assimilation" is the assumption that minorities lose their distinct characteristics and become indistinguishable from the dominant group. On the other hand, "acculturation" is the process of adapting to the dominant culture but, at the same time, maintaining a separate cultural identity (October, 1994).

Gomez and Fassinger, studied how acculturation affects Latinas' achieving styles. They define the process of acculturation as:

> a process of adjusting one's attitudes, values, and behaviors to accommodate the host culture. Acculturation may occur simultaneously along both Latino and Anglo-American dimensions if the environment is bicultural rather than monocultural.(p. 205)

Latinas growing up with two cultures would be influenced by both, therefore, through socialization, they would learn achieving style preferences of the Hispanic culture, as well as, the Anglo-American culture. The different achieving styles discussed in the study are within three major orientations: direct, instrumental, and relational. Each orientation includes three sub-styles:

> *Intrinsic-direct style:* focuses on task mastery and internalized standards of excellence to measure success...
>
> *Competitive-direct style:* characterizes individuals who focus on mastering a task better than all other competitors...
>
> *Power-direct style:* prefers to take charge, organizing and controlling others to meet their goals...
>
> *Personal-instrumental style*: uses personal characteristics--such as charm, position, or family name--to further their goals...
>
> *Social-instrumental style:* characterizes persons who use their networks of relationships with others to advance their goals...
>
> *Entrusting-instrumental:* delegates tasks and responsibilities to others to achieve on their own behalf...
>
> *Collaborative-relational style:* characterizes persons, such as team players, who achieve through group effort...
>
> *Contributory-relational style:* achieves by directly contributing to others' tasks...
>
> *Vicarious-relational style:* characterizes an individual who

achieves indirectly through identifying with others' tasks and goals...

The results of the study indicate that the more bicultural the individual is, the more achieving styles she has available to her. Biculturalism includes, in Gomez's and Fassinger's study, Hispanicism and Americanism. Hispanicism reflects a more interpersonal approach favoring interdependence and collaboration, whereas Americanism favors more competitiveness, direct approaches, and power. The results also suggest the conflict that Latinas have in maintaining their Hispanic cultural identity within the greater North American Society. I know from personal experience that this is difficult. Many times I have needed to assert myself against bias, negative assumptions, and plain discrimination because of my dual minority status as a Latin American woman.

After discussing the above study with the group, in ***Exercise 11,*** as part of the achieving styles component, I shall distribute a hand-out containing the list of the aforementioned nine achieving styles described in this study. I shall ask the group to review the list and decide with which styles they can identify. Which ones do they use in their daily lives to achieve their goals? I shall divide the class into small groups of three in order to facilitate this exercise.

My objective in developing this workshop is to help international students at Brookdale Community College develop more positive feelings about their roots, affirm their cultural identities, and become more aware of and sensitive about the differences and similarities that exist amongst the various cultures. Each human being is so complex that we have to be vigilant to avoid potentially harmful generalizations, stereotypes, and assumptions. I hope that throughout the exercises students will appreciate the idea that differences are a blessing; without them life would be monotonous.

Another important purpose is to help these students achieve a sense of belonging to the workshop group, to other social groups, to their places of origin, and to the North American society in which they now reside. A sense of belonging is vital for the

development of cultural identity, for the achievement of inner happiness, and for the realization of inner peace. Some of the characters portrayed in the various novels that I read struggled to find that inner peace because of their uncertainty regarding where they truly belonged. In addition, I feel achieving a sound knowledge of the specific idiomatic expressions and slang of a second language is vital to a non-native speaker. Without this knowledge, a foreigner feels left out in conversation, confused, and is likely to misunderstand the meaning of what has been said. Thus, I created the language section of this workshop in order to touch upon these issues. I included achieving styles in the body of the workshop because I believe that exposing foreign students to different styles would be beneficial to their overall success. Perhaps they will decide to increase their repertoire of achieving styles.

This type of workshop could be universally utilized with international students of any college or university. Opening the workshop to non-international college students would expose them to different cultures and mutually enrich all participants. In addition, this workshop can readily be transposed to the faculty level as sensitivity training for a population that is becoming increasingly diverse.

I have gained immense fulfillment through my research. I hope that this workshop will enrich my students and expand their horizons as greatly as the process of its creation has enriched its author.

Appendix I

The Japanese, for example, rarely use the word "no" but may frequently use the word "hai" (yes) during the course of a conversation. But to the Japanese, "hai" only acknowledges that what has been said has been heard—it's not agreement.

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Generating Moral Dialogue on a College Campus

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Introduction

I am going to share with you a process that I went through during the course of a year thinking about, trying out, and reflecting on the matter of generating moral dialogue on a college campus.

It was a process that did not follow a predictable course. The original plan had to be partially abandoned. And yet, a genuine kind of learning did take place in a different way than the plan had envisioned, perhaps a truer (and more sobering) learning. To convey this, I need to communicate to you as straight-forwardly as possible. This dictates the tone and kind of paper that follows: a report on both failure and success, or perhaps more accurately on how I was taken beyond what we normally mean by success and failure.

The story of the year begins with a double agenda: on the one hand, with reflections on Plato's Republic and its example of moral dialogue, and on the other with the hopeful initiation of a plan to take moral dialogue beyond my philosophy classroom to the pages of the student newspaper. The focus was to be a column that I would initiate entitled simply "DIALOGUE," which each month (or semi-monthly) ended with the following explanation:

> DIALOGUE is an occasional column that aims to promote moral dialogue in response to the crisis of values that many perceive in our society. Dr. Francis Conroy is Professor of Philosophy at Burlington County College. Responses may be addressed to Dr. Conroy, c/o this newspaper.

The story of the year ends, again, with a double event: on the one hand, with study of another of Plato's dialogues, the Phaedrus and its powerful warning about rhetoric, and on the other with a partial retreat from my newspaper column plan, accompanied by chastened reflection about truth, about dialectic (in Plato's sense), and about something Plato calls psychagogia, or leading of the soul.

How I Originally Conceived My Plan

"There is not enough genuine moral dialogue today on our campuses or in our society, even though there are plenty of moral issues that are important to people and that require concerted inquiry," I wrote in a planning statement as I embarked on my "moral dialogue" column project.

The near-collapse of marriage and the family;

the segregation of our poor in broken inner cities, like Camden, New Jersey;

the anomie, valuelessness, loss of moral direction in our obsessively secular public schools;

the troubling power of advertising and television programming -- haven't we let an enemy into our homes without enough consideration of its effects on our souls?

the ambiguous moral example of my own generation, the baby-boomers -- don't we wish that our kids would <u>not</u> do much of what we did in the '60s and '70s?

troubling questions about affirmative action, social and economic dislocation, and "the angry white male";

the "Oklahoma syndrome": the malaise in our heartland that somebody -- big government, foreigners, less-"American" ethnic groups -- must be to blame for our jobs' disappearing, our health coverage shrinking, our hopes for the future dwindling;

the starvation that many of us feel for community, in a society where more and more of us are realizing the dark side to individualism;

the everpresent warnings of ecological crisis;

the distrubing proliferation of violence and fear, particularly involving the young;

the ill-suitedness of the kind of elite that our society produces -- an elite trained in places like Princeton -- for making any difference in a society characterized by all of the above

problems:

such were the kinds of examples of moral and spiritual problems that I enumerated in my original planning statement as crying for public discussion. I also planned to write an occasional column reflecting beauty and gratefulness, almost like a psalm: for example on the canopies of yellows, oranges, and reds that graced the Northeast's 1994 autumn. But the more frequent focus was to be on problems: "Many people are aware of the problems," I wrote.

The difficulty seems to be that we have lost the sense of how to conduct a dialogue. If we once had a model for moral dialogue in our public culture, we have lost it. In the forgetfulness of whizzing machines, hell-bent careers, and solipsistic "personal journeys," we don't know how to talk to each other any more.

If and when we do try to say things -- or, more dangerously, even put them into writing -- people may "fry" us. We risk being quoted out of context, distorted, maliciously mis-interpreted. The public atmosphere of the nineties has in it a lot of fear, power, competition, "sides." The choice of silence is tempting for many. We are not sure how things will be taken, so we don't say them publicly. And sometimes we don't even trust our own ability any more to put something we want to say non-contentiously, non-self-aggrandizingly, innocently. So schooled are we in "Image is everything" and "It's all a question of power" that we have lost our more innocent voice, our gameness to put forth "trial balloons," our will to launch first probes toward real truth.

We need an atmosphere in which people feel more at ease to talk without recrimination. We need a model that assures us that what we say will not be pinned on us forever, not be used as a way to ridicule, isolate, or belittle us. We need genuine moral dialogue.

This was the starting rationale for my "moral dialogue" column plan. And furthermore I interpreted what I was doing within a longer philosophical tradition, one dating back to Plato. "There is such a model," I wrote,

in our cultural tradition: a model for moral dialogue both rigorous and generous, demanding yet welcoming. It is Plato's model, passed down in such dialogues as The Republic. In The Republic, he models for us an exchange among Socrates and several men who are concerned about character; specifically, about whether being a just person is worth the effort both to the individual and to the civic community.

Plato's Socrates (probably part Socrates, part Plato) who guides the dialogue takes care to create a certain atmosphere. Amidst an Athens that is, in 409 BC, in real trouble concerning both the character of the state itself and of its ideal types or role models, Socrates fashions a discussion on justice in our souls and in our society that unfolds in an atmosphere of liveliness and ease, yet also seriousness to the point of reverence.

I went on to praise Socrates' dialogical methods on several grounds: his commitment to self-reflection, to argument, and to truth; his attempt to navigate a path separate from considerations of appearance, ego, and power over others; and the space he always left for dialogue participants to change their minds, reassess, learn.

I suggested that Plato's exemplary commitment to writing dialogue could serve as a model for us today. "If we step back from specific examples in The Republic, I wrote,

to the theory behind Plato's writing in dialogue form, we find still more relevance to our own situation. Plato wrote in dialogue form because he believed that writing down thoughts on life's most important matters is inherently dangerous. The danger is that the words that one writes will inevitably be interpreted in ways that diverge from one's original intent-- and one will not be there to respond. On the other hand, by putting his important thoughts into the form of dialogues, Plato modeled for us that the statements we make are always provisional, and always in need of cross-examination or purification through the process he called dialectic. He modeled for us a situation in which people always move toward truth together, through this dialectic process. Therefore initial statements need not be perfect at all; trial balloons are totally appropriate. There is to be no "pinning" of one's initial position on one; indeed, later movement in one's position is assumed.

As I started writing "moral dialogue" columns, I conceived of myself in this tradition extending back to Plato and Socrates. I would say things publicly that I hadn't been willing to

say before, indeed that I wasn't fully ready to say. I would do this because the dialogue simply needed to be started. Moreover, for the same reason, I would write the columns before I was sure that the student newspaper or any other vehicle (e.g., the Burlington County Times) would be interested in publishing them. The genuineness of the venture, I felt, would lead to its finding its own way. I would keep myself open to any direction it took.

I proceeded to write the following two columns.

DIALOGUE

**********FRANCIS CONROY

(column #1)

A DEEPER LOOK AT THE GENEROUS SUBURBAN TAXPAYER

A smart young Volvo Republican, following the Newt Gingrich-led landslide, saw an opportunity to finally score a point with south Camden priest Michael Doyle at a recent social occasion.

"So, Father, I guess there you have it. The people have spoken. They're just sick of paying for Camden -- and all the other welfare pits we keep pouring our money into. Realistically, generosity has to have some limits."

Father Doyle smiled inwardly, while keeping an outward look of placidity. "What an opportunity!" he mused to himself. "He sure said that to the wrong person."

He began gently, in his soft Irish brogue: "Lad, what you say may be true. A lot of people seem to feel that way. But have you ever stopped to think ..." -- and he paused, wanting to make the most of a teachable moment -- "have you ever stopped to think how much Camden gives to you?"

"What? How's that?" the young executive asked, caught by surprise.

"Well, look at it this way. Think of that smell that is always in the air when you come down to Sacred Heart. You know, the smell from the South Camden sewage treatment plant. How would you like to have that plant in Haddonfield?"

"No, I'm sure I wouldn't. I couldn't stand it. I don't see how those people live near there."

"And how about the trash incinerator that serves the whole area. Do you think we could find a nice site for it, say, in Vorhees?"

"Uh, that doesn't seem suitable ..."

"We also have two large prisons in Camden -- one state, and one county. How about if we re-locate the state one to Moorestown, and the county one to Cherry Hill?"

"I'm beginning to get your point, Father. But ..."

"Oh no, we've hardly begun," he continued. "Then there are those nine low-income public housing projects that Camden provides. Oh, we could sprinkle these around, couldn't we. There's one for Collingswood, and one for Merchantville; one for Gloucester, and one for Gibbsboro; one for Haddon Heights, and one for Maple Shade. And, of course, Burlington County doesn't have a Camden, so we'd have one each for Cinnaminson, Marlton and Evesham.

"And let's not stop there," Father hurried on. "Without Camden, where would our region put its ten scrapyards? Why, I think we'd have to put a scrapyard each in all the various towns we've mentioned above.

"Oh, my golly. We forgot soup kitchens. Well, the smaller communities that didn't get scrapyards, housing projects, prisons, and refuse plants could each get a soup kitchen. Wouldn't that be fair?"

"I'm beginning to see what you mean," Doyle's yuppie friend muttered. "Camden does do an awful lot for us, doesn't it. When you put it the way you do, it's hard for me to envision what we suburbanites would do <u>without</u> Camden!"

"Yes, Camden provides all that and more for you, my friend -- services which by your own value system would be almost beyond measurement in cost. Why, think of the environment in your neighborhood in Haddonfield, the environment that you chose and that you want to maintain for your daughters. If any of these things that we have discussed moved next door to you, all your planning would be lost, wouldn't it?

"Uh huh."

"Here's how it works, my friend: with all those poor people and waste facilities concentrated in old broken cities like Camden, you middle class people don't have to deal with any of it in your backyards. Isn't that how you have planned it?

"Uh..."

"Except there's still one problem, isn't there, my friend?" Doyle prodded.

"What's that?"

"Well, with so many of the poor grouped together in shattered neighborhoods next door to prisons and refuse plants, this set-up is apt to be breeding some unrest, isn't it. So that must

be why you're also voting to re-legalize those assault weapons, right? After all, you've got to protect yourself."

"Slow down, Father. This is sounding worse and worse. But what can we do? Surely you don't want to reconstruct Johnson's 'Great Society,' do you? Isn't that the alternative?"

"Compassion and humility, friend: keep those virtues close to heart; then you won't go far wrong," Doyle counseled. "And you might want to take another look at zoning laws," he added.

DIALOGUE is an occasional column that aims to promote moral dialogue in response to the crisis of values that many perceive in our society. Dr. Francis Conroy is Professor of Philosophy at Burlington County College. Responses may addressed to Dr. Conroy, c/o this newspaper.

And the second column:

DIALOGUE

**********FRANCIS CONROY

(COLUMN#2)

TOWARD A NEW INTERPRETATION OF THE SEPARATION OF CHURCH AND STATE

Sitting in the auditorium taking in my daughters' Friends school's Thanksgiving program last autumn, I found myself regretting the interpretation of the separation of church and state that has governed our public schools' culture since 1962. We need a new interpretation -- badly.

It wasn't so much the prayer in the 1950s (the Christian-biased Lord's Prayer) or the Bible reading (usually from Psalms) that was so important. Maybe a student got an occasional inspiration, or sense of security, from one of these. But I myself found them little distinguishable from the Pledge-of-Allegiance: a rote-learned blur, within which I only half understood where some words finished and other words started.

No, as I listened that day to the lyrics of eight-grades-full of warm and beautiful Thanksgiving hymns, I realized that it was in such small verses -- verses expressing hope, love and joy, of fullness, gratefulness and compassion -- that lay the glimmers of a hidden curriculum that in a very important way undergirded our subject lessons in those days before the Supreme Court action.

"Joyful, joyful, we adore Thee ..."

"Blessed are you, holy are you ... "

"Beside us to guide us, our God with us joining ..."

Such little verses -- and the Westfield Friends November 23 program included Native American and African ones, alongside the predominantly Christian -- were a kind of substratum to our lessons in the 1950s. Taken together, they provided an underlying hope. They gave us children a sense that at least a lot of adults believed there was a very Good force underlying this world. Such a hidden curriculum influenced our basic orientation toward life. Through this, I believe the door to nihilism may have, for many of us, been closed.

To focus deeper, the effect was that everything "secular" -- grades, money, careers (we, too, were interested in those!)-- wasn't ultimately important. Even as we strove for "the top," we sensed that here were deeper values that many adults quietly maintained. We sensed the gentle pull of an ever more perfect virtue, beauty, love.

Since 1962, what has replaced this? To use Cornel West's term from his essay on "Nihilism" in Race Matters, the former ethos has been replaced with a "market morality." The hidden curriculum that undergirds schools and life today is all about selling: about wealth and power, about image, careers and promotion. This underlying message, West points out, has in its more pernicious form driven the Black innercity underclass to nihilism, and in its mild form eroded the structure of meaning for much of the middle-class suburbs.

But wait: does this necessarily have to do with religion? Isn't it possible to build a structure of meaning to undergird our public life that is purely secular, thereby avoiding the problem of bias toward one religion? After all, our Constitution deliberately disallows the privileging of any religion.

As a philosopher, I need to report that the attempt by the Modern West to arrive at a secular philosophy that could take the place of Christianity -- or Judaism, or Islam -- to undergird public life has probably failed. Modern, secular, liberal thinking, i.e. the thinking of Hume, Kant, Jefferson, Franklin, Paine -- forefather of both today's "conservative" and "liberal" thought -- was supposed to generate a morality based on science and rationality. Instead it led to Nietzschean gloom, deconstructionism, fragmentation, and moral chaos.

Philosophers now are speculating that there may be no morality without specific moral communities; and the heart of specific moral communities seems to be an interpretation of the divine passed down through the generations. So, in a nutshell: if we continue to exclude these moral/religious communities from helping our schools, we may continue to reap a harvest of troubled young people.

We need new alternatives as to how we interpret the American commitment to keep church and state from forming an oppressive unity. We need to look at new models.

One might be this: allow each public school, depending on its students' religious make-up, to adopt a moral undergirding of its curriculum taken from a mixture of its constituent religious traditions. For example, a public school in a 70% Christian, 15% Jewish, and 15% secular humanist community might search for ways to reflect underlying values that, while they emphasizemore a Christian conception of the divine, also include generous attempts to voice alternative conceptions from Jewish and secular traditions. Programatically, this might involve readings to start the school day from the Beatitudes, St. Francis, Martin Luther King; the Torah and Martin Buber; and Albert Camus. It might involve a school performance of the Messiah at Christmastime, but also a Seder at Passover; and perhaps a celebration of humanist values on, say, the birthday of Darwin.

At another school, the majority community may be secular, or Jewish; or there may need to be two equally shared traditions, say Christian and Muslim, at perhaps an inner city school in North Jersey. Parents could send their children to the school nearest them, or choose one farther away.

I think we would find that often parents would prefer to send their child to a public school with a moral undergirding from a different religious tradition, rather than to a school with the reluctant, watered-down liberal secularism we have known increasingly since 1962. I know that I would rather send my daughters to a school undergirded with Jewish, Confucian, or Buddhist values -- none of which is our own tradition -- then have them languish in the vacuum of Santa Claus and the Easter bunny -- secularism, psychologism, and market-morality - that we now see.

Even the schools that choose to be predominantly secular might be better: for they would have undergirded themselves with humanism as a positive, creative choice.

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I did receive responses. I had actively solicited them through a questionnaire given to students who in December had just finished my Philosophy 101 class. Some students just checked this or that block, but some took up my invitation to write a "Letter to the Editor"-type response. Here is a representative sample, first for column #1:

I really enjoyed reading your column entitled "A Deeper Look at the Generous Suburban Taxpayer." I feel that articles such as this one should be included in The Source, the student newspaper for BCC. It will add some substance, that it so badly lacks. -- **Michael A.**

It's unforgivable how often we fail to count our blessings. Cornel West might say that the Volvo Republican is a conservative behaviorist contributing to the nihilistic threat facing Camden. The young man should be grateful that his community wasn't victimized like Camden and its residents. -- **Marge D.**

I enjoyed your tongue-in-cheek article on Camden and the yuppies. I certainly agree too often we forget why our suburban life is so comfortable and pristine. Let's not forget how Camden helps us. -- **Rana S.**

Your column made me smile. I never quite looked at Camden in that way. I say, "Yea!" for Father Doyle. -- **Clare D.**

Father Doyle's conversation with the gentleman was an eyeopener. I never actually thought of what Camden did for me on those terms. Although I have always thought of myself as having compassion for the residents of Camden, I never thought of just how much these people do for me and my family. To put it bluntly, Camden keeps the "ugly" industry and "ugly" people away from my door. I feel terribly guilty as I pass through their streets seeing how they live and just fifteen minutes away knowing how the "other side" lives, myself included. Because they are poor they are prisoners in their own homes and neighborhoods. It takes an extraordinary person to be able to overcome such adversity and make a better life for themselves.

Let's put ourselves in their shoes. ... It couldn't feel so good to get up in the morning and breathe in air that reeks of the sewage plant next door. It wouldn't feel so good to worry whether your child was going to make it to school and back home again without being harmed by the gangs that live in the housing project across thestreet.

The suggestion of re-zoning is a good one. But I must be honest, if I were given the opportunity to have a sewage plant or a housing project in my backyard, I would not be in favor of it. So we're back to square one. I don't have an answer, but I do have compassion and humility for whatever that's worth. -- **Theresa L.**

A representative sample of the responses to column #2 is as follows:

I disagree with the idea of combining religion and school. I believe that the home is for teaching and expressing religious beliefs, and the school should focus on reading, writing and arithmatic. -- **Rana S.**

I don't believe in religion in public schools. There is no place for it. Churches of every denomination are a dime a dozen, so if you want to pray and be one with God, then do it in church. I am, however, in agreement that courses in the different types of religion be offered on a volunteer basis only. -- **John D.**

I believe that there is a need for some form of religion in the schools. I like the example of mixing it in the schools by religious percentages. -- **Shaneika J.**

I am a Christian and I believe the schools, students, teachers and education curriculum have suffered immensely since the removal of prayer and virtually of God. It is my opinion that the values of this great country should be reinstated. With this in mind, I also realize that the vast diversity of religious beliefs makes it difficult to insist on everyone agreeing on one belief system (Christianity). You would be hard-pressed to get me to allow my children to be subjected to any other religion....

Although I would like to insist on Christianity, I must agree with the idea of looking at the make-up of religious beliefs in a school. ... I do, however, strongly believe that a certain belief, whether or not it is in the majority, should neither be discouraged nor encouraged as better or worse than any other. -- **Mark H.**

I feel that children enrolled in Catholic schools should be taught Christianity, but also be taught about other beliefs and traditions. Since public schools are a combination of many ethnic groups, teachers should follow a calendar, and as days of observation appear each month a lesson should always occur. This will erase ignorance as to other people's customs. ... Erasing ignorance is a start in creating harmony among mankind. -- **Theresa Z.**

I am in total agreement with these beliefs. Children should have something to hold onto, such as

the idea of a "good force" in this world. The government shouldn't have the right to hamper education of any type. As long as all of the religions are equally used, who could this harm? I think it could only do good. -- **Leigh Ann E.**

I don't feel that religion in public schools would solve any problems. For religion to be effective in shaping someone's life, it must be chosen. ... There definitely needs to be some separation of church and state especially when it comes to public schools.

What should be done following the Pledge of Allegiance is for there to be read words of inspiration and guidance. These words of inspiration could be from admired political leaders, sports figures, philosophers, and even religions (as long as it is not just one particular religion and not read as a prayer). I agree that something needs to be done about the public schools in this country, but prayer and religion will not solve the problem. If anything it is the disappearing and/or dysfunctioning family structure. -- **Richard P.**

The plan sounds like a good one, but it may be faced by a lot of negativity. Parents might feel their children are being forced into some religion, or the schools districts may argue that you would lose uniformity ... because each school would have to teach different (things).
-- **Michael C.**

If religion was brought back to the schools, perhaps we can create more morals. Today's youth need to belive in a higher being, right from wrong and development of the soul.

I think that today's children need spiritual guidance that they are not getting at home. We live in a plastic society. Children have to be taught, at an early age, about morality and values. A change must be made soon. If it isn't drugs it is AIDS that is destroying our children. I care for them deeply, and I wish I had the answers. The children are our future. I wish very much to help them develop to their full potential, and I am willing to teach and become involved in their development. -- **Mary S.**

I found your column to be interesting. Yet, being that I feel I lack insight to respond, I will not comment on it further than this: I agree with your argument of our children lacking morals and values. However I believe that the idea of changing schools individually to fit religious make-up is a bit idealistic. This morality should begin and and continually be enforced in the home

(which is not happening). Schools seem to be getting a bad rap for parents that are unable to do their jobs. -- **Daniel P.**

My response is "Yes!" I fully agree that knowledge of some kind of religion in a child's education is necessary, and much better than none at all, regardless of whose religion it is. I would gladly welcome the opportunity to have a well-rounded education and appreciation of all religions. In return, my child's life could be enriched with the promise and hope of meaning in life other than the shallow facade of materialistic desires. Furthermore, I would even allow my children to choose a religion which best suits **them** -- for their soul is not mine.

Thank you for accepting my response. I believe your issue is very impotant. I attended the public school system from 1969-1982, and if I was not given religious instruction at home, I know my life would be completely different -- because I sincerely believe that without God, I am nothing. -- **Nancy W.**

How a Different Learning Emerged

I date the beginning of the change in my project, or the transition to its unplanned second phase, as the day in February when I presented what I had done so far to the Mid-Career Fellows seminar at Princeton. The reason it was the beginning was because it was here that I was first experienced spoken, face-to-face responses to my work. It was here that <u>conversation</u> began: dialogue, or to use Plato's term "dialectic." And it would be about dialectic, and its differences from other forms of communication, that the most important learning that I experienced in this project would eventually take place.

I will try to convey to you that learning. But first, a warning: it ends not in any neatly wrapped up conclusion, as projects are "supposed" to end, but in <u>aporeia</u> -- perplexity, confusion, the stuff that sends us "back-to-the drawing board." My mental state at the end I would describe as perhaps more humble and more thawed -- but rather devoid of optimistic "next steps" or ambitious "plans." More <u>yin</u>, one might say, than <u>yang</u>. Yet as I will try to

demonstrate, this ending turned out to be all the more Platonic/Socratic, but in a different way than I expected. Instead of a confirmation of my dialogue project, I got a dose, perhaps, of what Socratic ignorance feels like.

Going back to February 7, I arrived at the Fellows seminar armed with some good rhetoric, i.e. the above two "Moral Dialogue" columns; with some evidence of "process" with students, i.e. the above responses; and with a rationale that drew on Plato for validation that "what I was doing was right." In retrospect, I almost succeeded in bowling everyone over, in getting the praise and recognition I sought and going right on with finishing the project without a hitch. In case the other Fellows didn't recognize the virtue of my columns, I brought along tributes from San Francisco Chronicle columnist Art Hoppe, who said he liked both of them.

Professor Rabb, however, brought in a note of caution. It was from an unexpected place. He questioned not my rhetoric, but my commitment to dialogue. Basically his point was that the universally popular "Father Doyle" dialogue manipulated us rather than inviting us to dialogue. Hence the responses were all positive -- who could not like Father Doyle? So, the first example of so-called professor-student dialogue amounted to not dialogue at all, but speech-making followed by applause, or at best followed by a flock of laudatory "mini-speeches." There was no back-and-forth, no raising of "hard" questions, and no evident passion for truth.

Furthermore, Professor Rabb lowered a second boom. He questioned whether the appeal for historical precedent to Plato's Socrates, to the Socratic method, and to Platonic dialogue was really much more than rhetoric. For one thing, I didn't seem to be headed toward real dialogue. But for another, I seemed to be invoking Plato and Socrates' names and doctrines in a way that once again betrayed an anxiousness to preclude discussion. Wasn't there actually a lot of controversy within the philosophic profession as to whether Socrates was (a) mid-wife to

others giving birth to their own ideas, or (b) master manipulator at getting others to buy his own doctrines? Wasn't there similar controversy about whether Plato was (a) exemplary promoter of freedom of thought, or (b) totalitarian advocate of censorship? What about, for example, the books of I.F. Stone on Socrates, and Karl Popper on Plato? Not that I had to accept their views, Professor Rabb made clear, or even give them equal time: but wasn't it strange, wasn't it manipulative of me, the self-proclaimed promoter of dialogue, to invoke Socrates and Plato in support of what I was doing as if this should be accepted without question or controversy?

The brunt of Professor Rabb's unexpected criticisms would only hit me gradually. (He actually put them much more mildly and kindly than my restatement of them here.) At the time, I brushed by them as minor points that I would handle easily. I would insert a few lines about the "other" views concerning Socrates and Plato. And I would continue writing "Moral Dialogue" columns but with a bit more awareness that I needed to think through more honestly how they were expected to lead to genuine dialogue.

I wrote another column, this one a more controversial, experimental attempt. The new element was that this dealt with a struggle in which I myself was already embroiled: contract negotiations at my college. What follows is the first two pages of that column:

DIALOGUE
******************FRANCIS CONROY**

(COLUMN#3)
THE ADVERSARY RELATIONSHIP:
DOES IT BELONG IN OUR SCHOOLS?

When I have worn my "No Contract, Still Working" button to the philosophy classes I teach, students have sometimes looked worried. Are they going to be caught in the middle of a bitter conflict? And how does this square with the moral teachings that they are exploring in our class?

They are right to be worried -- not necessarily due to immediate issues (e.g., any imminent strike), but due to longer-range and deeper ones. For a key relationship that exists at the heart of Burlington County College, like other public institutions -- **the adversary relationship** -- actually violates the traditional ethics that we learn and are nurtured by in philosophy class. It violates the moral teachings of the Greco-Judeo-Christian tradition, and it violates much of the ethics of humanism in their Western form (e.g. Kantian) or their Eastern form (e.g. Confucian).

No, we educators don't seem to practice what we teach. But the situation that leads to this is complex.

To understand, we first need to consider the family. The family has traditionally been, almost everywhere, a model for how to run human institutions in general. In American society today -- dominated as it is by individualism, competitiveness, image, and self-interest -- the family sometimes seems like a relic of a previous era. As Robert Bellah points out in Habits of the Heart, within the family a different ethos survives: one of interdependence, care, and a sense that responsible guidance (by those who are, at least for the time being, "higher") needs to be paired with due respect (by those who are now "lower").

It is in Confucian humanism, perhaps, that the ethos is most carefully spelled out. Relationships are the key: parent / son or daughter; older sibling / younger sibling; higher administrator / lower civil servant. In each case, the initial responsiblity for making the relationship rightful and genuine rests with the "higher" person. If the parent does not act like a parent, the relationship is quite doomed from the beginning. If the administrator or trustee does not rather selflessly promote the common good, the lower civil servants are quite behind the eight-ball from the beginning in trying to fulfill their part. In fact, it is in just this sort of situation that they may turn to the union, or adversary-based, approach.

The abandonment of a family-derived ethos in favor of an adversary-based one is particularly problematic for the vocations of teacher and professor. For one thing, although the teachers are in the lower half of the administrator / teacher diad, they are in the upper half of the teacher / student one. Furthermore, this teacher / student relationship is a particularly central and powerful one for the whole community. It is where the community guides its young in learning to be human. Schools influence virtually everyone, from future top executives, to future clerks and future custodians.

Yet, consider what happens when an adversary relationship is built into our public academies. With the adversary ethos, we are not a family, or anything derived from a family, any more. We are now divided into "sides." And each "side" makes "demands."

For example, Management threatens "no increase in wages" and "cut backs in health care benefits." The Union wants substantial salary increases -- even (or sometimes especially) for already-well-paid teachers, some of whom may have let their commitment to their vocation slide.

Management demands hidden cameras to watch the performance of teachers who have been reported to be "burnt out" or careless. Also it wants more required teacher time in offices and classrooms. The Union indignantly says it is "aghast" at the former -- "A threat to academic freedom!" and notes that the latter shows a lack of understanding of the academic vocation. Teaching, points out the Union, involves enormous responsibilities to keep up in one's field, to prepare, and to evaluate, all beyond the confines of classroom or office. And yet, what the Union may **not** address is the issue of self-policing. What about members who abuse the privilege of unscheduled time, who moonlight, etc.? Out of the union ethos usually comes little emphasis on maintaining a rigorous, self-vigilant professional community (like that of medical doctors or professors at top universities).

Management proposes the idea of doing away with tenure. The Union again screams "Academic freedom!" But can a union mentality even understand this very delicate issue of academic freedom (it is fraught with reciprocal responsibilities, and did not have its origins in the union movement)? Or is the line all-to-blurred, in the way Unions think, between "Preserve our academic freedom!" and "Don't touch our jobs!" -- which means don't touch them even when some teachers hide behind tenure to protect mediocrity and uncaring? Again, self-policing is missing.

I have cut out the last page of this third "Moral Dialogue" column, the page on which I went on to try to suggest solutions. This is because I was soon to recant my proposed solutions.

My course of action was to seek feed back on the third column from the other Fellows in the seminar. I came away chastened on two accounts. One, the solution that I proposed in the now-cut third page -- moving toward an American Association of University Professors model for faculty organization, to replace the National Teachers Association industrial-union model -- was revealed to be extremely problematic by several professors with AAUP experience. Two, the family model that I found preferable to the adversary model on the first page raised more

spectres than I had anticipated of patriarchy, of paternalism, of anti-democracy and despotism. The ever-present possibility of abuse of power, in the family model, seemed to cloud what I was trying to say. And, reminiscent of what had happened earlier in my handling of Socrates and Plato, my handling of Confucius and Confucians here bespoke manipulation rather than full invitation to dialogue. Within the Confucian tradition, I didn't mention, there is actually bitter debate as to whether the Confucian model of a family-centered ethos is wonderful, or terrible; is humane, or oppressive. The issues are actually so complex that even contemporary feminists well-versed in Confucian thought both like and dislike Confucian humanism: like it for its emphasis on relationality and family, yet abhor its legacy of hierarchy, especially of husband-wife hierarchy.

Actually, my intention in the "Adversary" column had been to propose a non-patriarchal, even partly matriarchal version of Confucian humanism. Yet to do so well would have required far more space than a column offered. In fact, perhaps no form of writing could have done it well. Only within a face-to-face seminar, where real back-and-forth interaction could have taken place, could the complex idea be properly aired. I was coming to perceive that perhaps what I needed was <u>dialectic</u>, the dialectic Plato himself argued beautifully for in his succesor to the <u>Republic</u>, the <u>Phaedrus</u>.

The <u>Phaedrus</u> was the dialogue with which, as chance would have it, I developed a renewed, intimate aquaintance late in the spring semester. This came about for two reasons: one, my Plato professor at Princeton, Alexander Nehamas, had just completed a powerful new translation of the <u>Phaedrus</u>; and two, my colleague Jane Kelly Rodeheffer from St. Mary's College in Minnesota had just chosen it for a course that she and I were to co-teach at an Adirondack mountain retreat in May. My encounter with the <u>Phaedrus</u> would complete my year's journey: from Plato (<u>Republic</u>) to Plato (<u>Phaedrus</u>), and from (rather fake) "moral

dialogue" to (much more real) dialectic.

The Phaedrus is an amazingly multi-layered dialogue, that seems at first to be about love (and has wonderful insights about it) but is ultimately about speechmaking or rhetoric. Socrates encounters Phaedrus, a younger man who is beside himself over the brilliance of a speech he has recently heard by Lysias. He entices Socrates out of the latter's usual city haunts to a brook in the countryside, with the speech as bait. He gives the speech to Socrates. The theme is that one should have sex with a non-lover rather than a lover. Socrates notes Phaedrus's total rapture with the speech. But Socrates remarks that the speech is not well made, and that he himself could make a better one, using exactly the same thesis. He does so, draping a towel over his head because he does not believe in what he is saying. Phaedrus is even more agog with this speech. But then Socrates, about to leave for home, discloses that he is getting his Divine sign again -- the sign that stops him whenever there is something that he absolutely can not do. What he can not do in this case is to leave the spot, a location enchanted by all kinds of divinities, without recanting. For he has insulted Love, who is also a divinity. So Socrates gives a second speech, an awesome speech, even better than the first, but this time in praise of having sex with a lover -- and more important, in praise of having the intercourse of words, conversation, dialogue with an an older, wiser person who loves you. Phaedrus is agog a third time. This speech leaves him even more "in love" than the other two.

Then Socrates confronts Phaedrus. How many times is he going to let himself be seduced by beautiful words? How many times is he going to fall in love with speeches? Is he forever going to be like an empty bottle, ready to be filled up by persuasive opinions, by irresistably attractive appearances?

Socrates challenges Phaedrus to reflect, to think: to think about what has just happened, to think about why the speeches seduced him, and to think about the issue of truth in all of this:

does it really not matter, as Phaedrus first guesses, whether a speech is concerned with truth or not?

Socrates goes on to teach, and show, Phaedrus that perhaps more valuble than all this speechmaking and speech-loving is the conversation that can now occur after the speeches: the conversation that they are having, the back-and-forth, at an intimate level, that reflects on the passion before. This, Socrates points out, might need to be led by one who knows the other person well. This makes it possible that this person, who Plato calls the dialectician -- the perhaps slightly older and wiser person who knows one's soul well, who loves it, and who is concerned for its growth, and who at the same time is a lover of truth -- can conduct the art Socrates calls "psychagogia," or soul-leading. This psychagogia turns out to be much more valuble than the art of speeches, or other forms of rhetoric -- in our time we might say, much more important than any "teaching" conveyed by television, advertising, film, theater, or even writing in general -- column-writing, for example.

Ultimately it is not in reading a column, listening to a speech, or watching a movie -- a column, speech, or movie no matter how good -- but in the intimate, usually one-to-one, discussion <u>after</u> that we can begin to move toward truth. Speeches, films, and columns all entail large elements of seduction. They simply are not in the right <u>form</u> to be vehicles for approaching truth. They manipulate appearances. They are made to attract admiration, to influence, to sway. The best of them <u>might</u> lead us in a helpful direction -- as Socrates' second speech did Phaedrus. In this case, what a "good" speech can do is to fill us up with what turn out to be "correct beliefs." But correct beliefs are not knowledge. In the Greek, <u>pistis</u> is not <u>episteme</u>. Beliefs, even if they turn out to be correct ones, are not something <u>grasped</u>, something you have a handle on conceptually -- something that is really yours. They are something with which someone else has filled you up. And a better manipulator of appearances

might always come along and fill you up with something else, even with their opposite. A person that can be so filled up, emptied, and filled up again, remains, like Phaedrus, little more than an empty jar. Such a person is susceptible to getting filled up with whatever some Lysias or Socrates -- or Conroy -- seduces him to.

Therefore, no kind of speeches or video productions or columns should be confused with true dialogue; columns, etc., are not true dialogue even if they are answered with counter columns, rival advertisements, etc. True dialogue, dialectic, can only be on an intimate scale; can only exist with openended back-and-forth interaction, sensitively probing, regulairly checking on interpretations, always looking for distinctions that need to be made (Plato's "collection and division"). It must be unswayingly truth-directed. And, finally, it needs to be led by a skilled and focussed practicioner, a dialectician who is familiar with the condition of one's soul.

Dialectic, in the hands of a capable dialectician, can lead the "other" to give birth to him or her self. This is the sense in which the dialectician is deserving of the name "midwife."

Such is what I learned from a fortuitous, intimate study of the Phaedrus this spring, thanks to Jane Rodeheffer and Alexander Nehamas. Now, I want to return to my original plan -- for promoting moral dialogue on a college campus through the use of a column -- and try to apply this new learning, which seems to fit remarkably. It has struck me increasingly in the second half of the year that the original conception actually did not promote real dialogue, not dialogue in the sense of dialectic. In fact, it now seems to me that this plan, if promoted as if it were creating dialogue, might actually add to the problem rather than making a decisive turn toward a solution.

The problem is an appearance / reality problem. It is a problem that I noted, in fact, in my own original list of contemporary "moral issues":

the troubling power of advertising and television programming -- haven't we let an

enemy into our homes without enough consideration of its effect on our souls?

Only the problem is even broader than this formulation indicated. The pervasive emphasis in our society on appearances -- hype, if you will -- presents large, humbling difficulties for the true philosopher, the true dialectician, the person who really would seek truth. For when we move toward dialogue, we are apt, out of cultural conditioning, to move at first toward only the appearance of dialogue. We know we need it -- but we need it so much that we can't even distinguish what it is from what it isn't. We mistake it for its semblance. And if we then persist in claiming that the goods we are peddling, i.e., the appearance of dialogue, is true dialogue, then are we not moving <u>even further</u> from the truth than where we began?

Put it this way: true dialogue is greatly needed by our society. Now, someone comes along using the word "Dialogue" and writing columns, or making speeches. He can get far -- a lot of applause! -- using the word "Dialogue" precisely because at least some people, including funding agencies, are aware that dialogue is what our society sorely needs. So this someone makes the claim that dialogue is what he is doing: dialogue is "writing columns, and asking for letters to the editor." But isn't a more accurate description of the "art" he is practicing something like this: he is calling attention to himself, and trying to seduce people to view him and his views favorably, all concealed behind the catch-phrase 'dialogue'? And as for what he is encouraging students to do, doesn't it amount to the same thing?

Where is the true dialogue? Where are the essential elements of dialectic?

But then is it better <u>not</u> to write the columns, not to write at all?

As in the opening stanza of the <u>Tao Te Ching</u> -- the tao that can be named is not the true tao -- the dialogue that can be named, the dialogue that publicly advertises itself, is not the true dialogue. But then what is the solution?

It might really be <u>not</u> to write columns at all. (Plato himself, after all, rejected almost

all forms of writing as dangerous.) Or, it might just be that the answer lies in small group, even one-to-one, reflection after being subjected to "columns," or "speeches," or whatever else is out there in the bombardment of appearances and seductions that we call "communications." Perhaps it is in this small group reflection that true dialogue, dialectic, can occur. "Dialogue," then, would start when the column by that name, and when the answers to that column, recede, and the discussion about them begins. The beginning of true dialogue is perhaps the reflection on bogus Dialogue.

But then, doesn't that get us right back into the philosophy classroom? Philosophy classes -- love of wisdom classes, dialectic classes -- surely should be doing this work. Yet, ironically, the purpose of this "Moral Dialogue" project was to get dialogue on moral problems out of the classroom; I envisioned it as having a big impact on broad numbers of people. Yet true philosophy can only affect small numbers of people, even perhaps only one or two people at a time.

To complicate things further, our colleges are not funded for the dialectic kind of education, not even in philosophy classes. Our classes are, instead, under pressure to get bigger and more "high tech." Our administrations call for: Impact on large numbers! Measurable results! Use of high technology! Popularity with students! Getting high evaluations! Impressing money-granting agencies!

In conclusion, mass campaigns, or grandiose plans, for injecting moral dialogue into college campuses should probably leave us suspicious. Yet somehow all this should not leave us totally helpless; nor, if we take heed from Plato, should we be cynical. Dialectic is possible and can be encouraged, once we are aware of what it is and what it isn't. Perhaps dialectic is only possible in the shadows, however: in the corners and crevices not reached by the glaring light of

"real," "official" education, even official projects like "Moral Dialogue." Psychagogia happens, but it is something quite different from credit-hours.

In retrospect, it was only in those crevices, the dark spots where my official "Moral Dialogue" project began to fail, that the way was cleared for a much more modest real one to be born. Dialogue began to take place during my year, but not the dialogue I could plan or control.

Next year, perhaps, I should retreat from trying to be a moral columnist to trying to be just a better philosopher.

Or should I?

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A IS FOR AVERAGE:

THE GRADING CRISIS IN TODAY'S COLLEGES

Fellows Seminar/
History 520, 1994-5

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THE PROBLEM: Introduction

Although considered by some to be cyclical and, therefore, not of critical concern, the problem this go-around is not only not disappearing, but, according to newspaper accounts, both academic and otherwise, is escalating. Grade inflation is a creeping paralysis in our midst, sapping the strength of our academic systems. From 1985 to present, the percentages of A's granted to students has increased steadily, especially in the Arts and Humanities courses, to the point that, in many colleges, A is the most commonly given grade. The questions to be answered are: What is the nature of the dilemma? HBwwwwidespread? Why is it happening? Finally, what is the solution?

Identification of the dilemma: In an informal informational handout (Exhibit 1) provided for readers at a norming session for the department-wide English final, Rutgers University has improvised a criteria for grades which is, more or less, consonant with accepted beliefs. Beliefs, perhaps, but practices, no! And even these published guidelines has a self-proclaimed nebulous area, - the D grade. But that does not begin to address the disparity between theory and practice. According to the research which supports this paper, only between ten and twenty per cent of students from Ivy League colleges to community colleges receive grades less than a B-, with the most frequently

given grade an A. Something is rotten in the state of Wittenberg.

Surely, this must portend that students are better prepared than ever before. NOT!!! One has to have been living on Mars to accept that pronouncement. Although conditions are not quite as grave as the cartoon provided (Exhibit 2) would indicate, it comes close enough to lend a slight nervous edge to our laughter. We in the remedial-ridden community college classes are especially sensitive to this issue but more of that later.

What about the degree of sophistication and difficulty of the course work? Perhaps, with the new technology, courses are weightier, require more intelligence or sounder critical thinking. Wrong again !! According to the July 4, 1994 edition of Forbes magazine, "You can graduate from some Ivy League colleges and others without taking a single course in history, math, economics or many other sciences, without encountering Shakespeare, Plato, the United States Constitution, Abraham Lincoln, or Milton Friedman." (Sowell 82)

What about transcripts and grade point averages? Surely all students cannot do exemplary or "A" work in all subjects. The key phrase here is "all subjects." As indicated above, students can avoid the more challenging courses and take what are know as "gut" courses. They can also withdraw right up to final exams with no negative notation on their transcripts. I personally had a student last semester who withdrew rather than receive a B which would reduce her grade point average. Students

can repeat courses ad infinitum or until they receive the desired A. Community colleges are guilty on all counts.

Stated simply, the rise in the average level of undergraduate grades coincides with a decline during the same period in national average scores on the SAT's and ACT's. (Weller 51) Consequently, there has been a significant decrease in the reliability of the high school record as a predictor of freshman performance and a corresponding increase in reliability of SAT's and ACT's. (Andrews 87). The further and more damaging consequence is that employers are become wary of the school systems and have "tended to disregard grades and school evaluation and rely more on the job applicant's attitude, behavior and job experience." See Exhibit 3 (Applebome F20)

Who and Where are the culprits? Apparently, from the Ivy Leagues to the local community colleges, the inflation is widespread. The problem starts at the top. Bill Clinton is quoted by David Maraniss in his biography of the president, First in His Class, as admitting that, when he taught at the University of Arkansas, he only gave A's and B's in order not to discourage students.(45) The Rest:

STANFORD: The first to outlaw D's and F's, to permit withdrawal without transcript taint. The most frequently given grade: A.

DARTMOUTH: In the last 20 years, the average grade point average went from 3.06 to 3.23, 3.36 in the Humanities. (Notebook A8)

HARVARD: Less than 20 % of the students had an average of less than B-, 43% were in the A range. (Vigoda 14)

RUTGERS: The classroom autonomy of the professor is in jeopardy due to the college's perceived mandate to control the inflation. Letters like that in Exhibit 4 will be commonplace.

BRYN MAWR: Summa Cum Laude graduates quadrupled between 1993 and 1994, a one year period. (Vigoda 14)

OCEAN COUNTY: Now we are getting to it. Although I suspected otherwise, I had hoped to report that we in the community college sector had not followed the trend. However, the numbers do not lie. The most frequently given grade in the Spring 1994 semester was an A, in some cases as high as 23%; the A/B+/B range accounted for 50% of all grades. (See Exhibit 5) Although not all the 19 New Jersey community colleges are represented, my research, corroborated by Exhibit 6,7 and 8 from two New Jersey community colleges and a state university, shows this trend to be typical, and the bald truth seems to be that we are all guilty, if guilt there be, to some degree.

When did all this start? The issues of eroding family life and earlier education aside, the downward spiral in the colleges seems to have started in the sixties with the increased student input into all aspects of college life and with the increased reluctance of college professors to fail students who were about to defend our country and our lives in Viet Nam.

Why has this happened. This seems to be the crucial question since improvement is inherently tied to an understanding

of the causes. In the June 13, 1994 Newsweek article, the Vietnam War gets the blame.(Reibstein 62) Why not? It has become the scapegoat for so many problems. Professors did not want to flunk students about to fight in a foreign war. Therefore, Stanford University abolished D's and F's. "Students, professors and college administrators began viewing grades as artificial measurements and irrelevant encumbrances..." (Reibstein 62) There was the sense that students should be encouraged to "explore new possibilities without jeopardizing their grades." (Reibstein 62)

Of course, there are the more mundane considerations: high grades go hand in hand with high tuition. Students, such as those at the University of Oregon, have been known to complain that whey they pay so much to go to that university, they shouldn't be given D's and F's. Today, both students and parents are more uptight and vocal about grades, according to Karen Tidmarsh, undergraduate dean at Bryn Mawr. (Vigoda 15)

Since grading, especially in the humanities and social sciences, is subjective, there is a lack of a broad based criteria. Some professors with high class enrollments envision themselves as "popular," instead of simply "easy." Graduate assistants teaching courses often want to be accepted and tend to grade higher. (Vigoda 14)

There are, of course, those who blame grade inflation on the administration, under the heading of affirmative action (No one wants to lose government funding) or college sport star inflation (or alumni funding). This is perhaps another and a

distinct issue to be dealt with.

Finally, there are those in complete denial. Under the heading, "A's Aren't That Easy," in the May 17, 1995 issue of the New York Times, Clifford Adelman, a senior research analyst with the Department of Education, informs us that "contrary to the widespread lamentations, grades actually declined slightly in the last two decades." He uses Department of Education statistics to support his position, - (A21) and the Devil can quote the Scriptures for his purposes.

While many of us find these explanations patently faulty, we may be the same ones guilty of grade inflation, however well-meaning our intentions. Some professors insist that poor grades are demoralizing and giving the student some self-esteem is part of their mission.

Consider these scenarios: (1) The hard-working student who fails an essay assignment and then does re-write after re-write, but never quite attains the level of B which is finally granted to her/him for diligent effort. After emphasizing the importance of re-writing, some find it difficult not to reward such exertions.

(2) The ESL student whose critical thinking and conceptualizations are formidable, but whose inadequacy with English syntax and idiom are unsatisfactory. How can one grade encompass this dichotomy?

(3) The remedial student, who has made significant strides but judged (as distasteful as that word often is, that is what we do) by the "Rutgers" standard, falls short.

We in the community college sector are especially reprehensible. It is impossible to have even a casual conversation, to say nothing of a department-wide meeting, without encountering the pathetic sigh or the tsk-tsk over the current quality or lack of it of today's student. We are the first line of defense, often dealing with students whose skills and motivation are borderline. How, then, can we defend the grading on the transcripts that we, hopefully, send out to the four year colleges? Are we forced to conform to the same inflationary practices so as to maintain some kind of uniformity? These are the hard questions and I would not want to be graded on my ability to answer them adequately.

SOLUTIONS

How can we improve the situation?. Although many skeptical academics feel that the process is irreversible, solutions continue to be tentatively and optimistically explored. These range from the very simplistic tired bromides to the intricately complex formulations.

Most schools are dealing with their distinct problems on an individual basis. Stanford has voted to restore the F grade, or to call it NC, no credit, but this designation only

appears on internal records. Harvard has reduced the period for students to drop courses and is considering requiring grading on the curve. Bryn Mawr has decided that only the top ten students can be awarded the Summa Cum Laude designation. (Vigoda 15) Rutgers is sending out letters to specific faculty, like the one marked Exhibit 4, the implications of which I think we would all like to avoid. "There is a growing sentiment that grades ought to be an honest reflection of student accomplishment. ("Fighting Grade Inflation," 1255) Small steps, indeed, but in the right direction.

Most suggestions begin with the idea that students and teachers must be provided with a great deal of information <u>at the outset.</u> Teachers must be provided with a comprehensive evaluation of student abilities that will allow them to avoid expecting too much from students. The syllabus must provide the student with <u>specific parameters</u>, details with respect to classroom goals, grading procedures, and consistent and regular feedback on student progress.(McCormick 32)

Another suggestion that is simple enough in proposal but might be difficult if not impossible to implement in any comprehensive way is to persuade faculty of the colleges " to regard C+/B- as the appropriate median grade. This average level of achievement would include basic familiarity with course contents, the method by which the subject is pursued, some evidence that the student has used the method." Students who met those criteria would expect to receive a grade in the C range.

"In short, it would be honorable and usual to receive grades in the C range in those fields studied for the first time, as well as in courses of secondary interest to the student." Grades in the B range would show unusual achievement in those areas, while those in the A range would recognize outstanding achievement in all areas. Conversely, failure to meet these criteria would result in a D grade or lower. (O'Connor 299)

Many researchers coupled the above recommendations with a proposed grade reporting system that would provide much more specific information. Dartmouth is noting the median grade and the size of the class next to every mark on the transcript, hoping that students will be less likely to take "gut" courses that are obviously so. Such systems, offer the proponents, would be effective with minimal alteration to the present practices. Following is a sample transcript.

		Distribution of grades					Average GPA	
Course	Grade Achieved	A	B	C	D	F	of class	Comments
Phoenician Pottery	B	12	3	0	0	0	3.2	Student took course one year earlier than customary
So. Columbian Sexual Mores	A	1	112	10	0	0	1.9	Student repeating course
Ancient Greek Dancing	F	53	0	0	0	1	2.4	Only male in class

This plan could be elaborated upon and tailored to the school's reporting system. (Good 30)

A similar policy proposal has been proffered by Robin Grieves of the Dept. of Finance at the University of Nebraska. His scheme, he notes, is clearly that of an economist confronting inflation and is termed indexation.

Mr. Grieves indicates that indexed grading would be "virtually identical to current grading. No more faculty inputs and very few additional administrative inputs would be necessary to implement the change. The letter grades would be changed to a two-number grading system. The first number (4.0, 3.0, 2.0, 1.0, 0.0) would correspond to the quality points assigned to the grade. The second number would be the average grade assigned by that professor for the semester, course and section in which the student were enrolled. For example, a student who received a B in Econ. 135 from a professor who assigned 3 A's, 5 B's, 5 C's, and 1 D would receive a grade report which read:

ECON 135 3 sem hrs. 3.0/2.7

where 2.7 is the average grade awarded by that professor. The grade now has "the informational content that the student performed slightly above average for the course."

A student's semester report might read:

MGT 290 3 sem.hrs. 4.0/3.5

MGT 360 3 sem.hrs. 3.0/3,8

MGT 345 3 sem.hrs. 4.0/3.3

ECON225 3 sem.hrs. 3.33/3.25

This kind of grade indexing removes any question of unfair treatment at the hands of a hard grader. (2-3)

Researchers at the University of California, Riverside indicate that simply grading in tenths of a point from 0.0 to 4.0 tended to decrease grade inflation at their institution. (Suslow 45)

Continuing in that vein, Sidney Suslow, Director of the Office of Institutional Research at the University of California, Berkeley recommended providing students with a complete listing of undergraduate courses with instructor's names and percent distribution of letter grades, A through F. The intent of these last two suggestions is to "let everyone know the relative worth of each letter grade in each course." (45)

William Cole, in his much-discussed article in the Chronicle of Higher Education, would like to scrap the whole system of letter or number grades and replace it with words. Letter grades, he insists, "have been hopelessly devalued to the extent that C can never again be average." This grading system could be replaced with a student self-evaluation in tandem with a carefully written faculty one. This system has been utilized most effectively in such colleges as Goddard College in Vermont and Evergreen State College in Washington State. Twenty per cent of the student's grade, under this system, might be reserved for "class participation for down-grading students who perform in a perfunctory manner."

Yet another proposal has been advanced by Jay Ellis Ransom of Portland Community College, who suggests that students must be provided with a daily grade, arrived at through a pop quiz or a short writing assignment. He feels certain that any "day-to-day differences in mood, capability and comprehension will wash over over the course of a semester." The result would be on-going information provided to the student. In his plan, the final examination in any course would not be an examination on the course content. Rather, "it should constitute a preview of the subsequent course in that subject field. The final examination need not be graded at all and should be wholly 'open book' with pupils working together in pairs or in groups....A final examination should be primarily a learning situation, not a recall of past information. Those who have mastered the information will do well on the advanced material; those who did not study effectively will be less able to extrapolate from the course content in a creative way. Hence the open book final exam becomes a learning device of great merit."(475-6)

Louis Goldman, in an impressively erudite article in the Journal of Higher Education entitled "The Betrayal of the Gate Keepers: Grade Inflation," reminds us of the mission of the college or university, which is "not only to train people for practical professional competence but also to recognize that true competence transcends narrow practicality and educates broadly as well. Insofar as the university is able to maintain this mission, it is the prime, nay the essential, agent of freedom and

humanity as we know them." Clearly this is not a new idea, echoing the Platonic model; however, we in the community college sector, I think, might need reminding that we are the first line of defense of this mission.(114)

Undergraduate degrees, Mr. Goldman worries, will come to be regarded as lightly as high school diplomas. To bolster their sagging value, colleges will be forced to employ exit exams. In fact, this is already a fact of academic life. Rutgers has had exit exams from their composition courses for some time. At Ocean County College, we have recently convened a committee on the possibility of exit testing. As part of our investigation into the subject, we polled all the other New Jersey community colleges to determine if, in fact, they used exit testing for their composition courses, and what procedures were utilized. We also requested information on how effective these tests were considered to be. Virtually all the New Jersey community colleges had either instituted some form of exit testing or it was being seriously considered. Those who had it in place were satisfied that it was effective in upholding certain grade standards.

"Business and industry will increasingly disregard degrees in placement and promotion practices" and rely on their own testing, and perhaps, schooling. I had to be impressed with Mr. Goldman's clairvoyance in this 1985 article when the N.Y. Times article above referenced of Monday, February 20, 1995 described just such a scenario. We have all heard of corporation's teaching business writing courses in-house. The

Community Education non-credit programs are flooded with requests from companies for classes on basic skills.

As we have seen, most solutions to the predicament involve the grading system itself, and clearly there are aspects of the grading system to be addressed. For example, perhaps remedial courses need not be given letter grades. Since the issue is one of whether or not the student is qualified to take college level courses, perhaps a grade of Q for qualified or U for unqualified would be sufficient. What about the question of whether or not the grades from remedial courses should be included in a student's grade point average? Should the grades for these courses, which, for the most part, are non-credit courses and pre-college level in nature, be counted as part of the student's overall performance at college? On the other hand, in other courses, perhaps there needs to be more grading choices. In the Humanities department at Ocean County College, one must achieve a level of C to pass certain courses; therefore, a D is the same as an F. It might be preferable to have some grade between what is perceived as average (C) and failing (D or F).

However, having given all these technical solutions to the grading quandary, perhaps we are not dealing with the root of the problem, which is one for which the student and the professor must each bear a portion of the responsibility. We have hinted at this solution at the outset and that is the question of academic preparedness. The student and professor must start each semester with certain information that is crucial to the success

of the course. To that end, we have initiated certain programs at Ocean County College designed to deal with this lack of preparation. We have convened a committee originally identified as the Committee on Student Preparedness. Since the initial meeting, we realized that this is a most lopsided title and the committee has been re-christened the Committee on Academic Preparedness, attesting to the fact that we understand that this problem must be dealt with on both sides of the instructional desk.

The mission of this committee is to direct our attention to what is perceived as a lack of success in classroom performance. We can all quote the statistics as to the more than 70% of high school students who admit that they spend less than five hours a week on homework. But, according to Louis Goldman, it is the colleges, not the high schools, that are the new gatekeepers, and we at the community college level are at the outside gate. The high schools are required by law to take in and graduate students. The job of the colleges, though some of us are loathe to do it, is to set up the rules for entry into the adult world and assist students in the transition. This process has a personal as well as a social dimension. A major function of education, according to Friedenberg and others, is for the student to discover who he or she is and is not, so that a personal identity can be defined. (Goldman 115) Grade inflation and acceptance of sub-standard behavior patterns give students a distorted view of themselves.

Too often, however, students are not made aware of what the standards are and how stringently they are enforced. At the very outset, the orientation of students into college must focus on the differences between high school and college. They must be made aware of exactly what will be expected of them and exactly what the consequences will be of non-conformance.

As a follow-through, each professor, at the beginning of the course, will need to make his or her course requirements absolutely clear and unequivocal, at the same time listening to students' concerns and addressing them in order to formulate reasonable course requirements. The students at our Academic Preparedness Committee meetings have only confirmed our suspicions that students have a pipeline on those professors whose syllabi are nebulous, and, therefore, challengeable.

At an even more basic level, academic policies must be spelled out. We on the committee found that to inundate students with a flood of pamphlets at a perfunctory orientation is not satisfying the preparedness requirements. One of the academic policies which seems to encourage mediocre performance is the ability of a student to withdraw from courses ad infinitum, or at least until he/she receives a grade that is satisfactory to him/her.

Despite talk of this being a cyclical issue, I do not see this dilemma vanishing. More to the point, the results of the problem going unchecked could be devastating. Besides the suspicions regarding student achievement, the entire academic

product is cheapened, (Weller 56) and, as Louis Goldman warns us, "despite denials, evasions and adroit rationalizations, for whatever reasons, the faculty of our institutions do award the grades and no matter how extenuating the circumstances," (103) they must bear responsibility for grade inflation and these consequences. We can no longer bury our heads in the sand of what is fast becoming an intellectual sandbox.

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Grading

Students must pass the final examination to pass English 101, 121, 102, or 122. In all other respects, students' final grades are at the discretion of their teacher.

I suggest that you base your final grade primarily on students' formal essays but save yourself room to take other factors into account. Students should not be able to pass your class without attending regularly, and you should make this clear from the outset.

I also suggest that you ask students to keep portfolios of their written work. These put you in a better position to generalize about their writing, and in the case of borderline final exams they can help to decide whether students should pass.

The possible final grades are A, B+, B, C+, C, D, TF, and F.

A means superior work. At an introductory level, they should be rare.

B means good work. Not merely error-free, or clear, or accurate. But good: thoughtful, forceful, well phrased.

C means competent work. Clear, coherent, relatively error-free, but perhaps flawed in some significant way.

D I don't know what this means. We should be avoiding this grade except in special circumstances.

TF means temporary fail. Some teachers use this grade when a piece of work is missing but still expected. Increasingly we are also using this grade for students to whom we want to offer a sustained tutorial opportunity under the direction of our office.

F means unsatisfactory work.

Exhibit 1

Due to Copyright restrictions page 21, exhibit 2 has been omitted. The page contained the "Doonsbury" comic strip from Sunday, October 9, 1994.

Exhibit 3

ATTITUDES

Qualities That Count With Employers

Figures from a Census Bureau survey of 3,000 employers nationwide, conducted in August and September of last year.

When you consider hiring a new non-supervisory or production worker, how important are the following in your decision to hire?

(Ranked on a scale of 1 through 5, with 1 being not important or not considered, and 5 being very important.)

FACTOR	RANK
Attitude	4.6
Communication skills	4.2
Previous work experience	4.0
Recommendations from current employees	3.4
Recommendations from previous employer	3.4
Industry-based credentials certifying skills	3.2
Years of schooling completed	2.9
Score on tests administered as part of interview	2.5
Academic performance (grades)	2.5
Experience or reputation of applicant's school	2.4
Teacher recommendations	2.1

Source: Census Bureau

RUTGERS
Campus at Newark

Department of English • Faculty of Arts and Sciences
University Heights • 360 Dr. Martin Luther King, Jr. Blvd. • Newark • New Jersey 07102 • 201/648-5279

September 21, 1994

Dear James,

I have been concerned for some time about the grading in your classes. In my view the grades are too high on average. It is not my policy to interfere with what instructors do in their classes, but I feel in this case the need to speak out about maintaining department standards.

Having taught at Rutgers-Newark since 1980, I know that the reading and writing skills of our students are not strong; in fact, over the past few years the abilities of students have been declining. It has never been the case that all or even a bare majority, of our students are "A" or "B" writers. It is my responsibility as chairman to represent to you that awarding such grades does a disservice to them as well as to the department.

Over the years I have heard too many complaints from students who cannot understand how they can have received an "A" or "B" in lower level classes and then be getting "D's" and "F's" when they move up to 300 level classes. In some cases, perhaps, the higher-level instructors are too strict but I believe the crux of the problem is that many students do not merit the excellent grades they are getting from you.

This is a university, not a state college or a junior college. It is important that students who attend classes here are held to reasonable and defensible standards of performance. While I realize that grade inflation and watered- down standards have become sad facts of life inside and outside the academy, I would like to think that in my small corner of the world we are, if not really succeeding in holding the line, at least staving off the confusion just a little.

Please call or stop by soon to discuss this matter.

Sincerely,

Exhibit 4

GRADE DISTRIBUTION REPORT

SPRING 1994

	A	B+	B	C+	C	D	P	*P	NC	F	W	I	AUDIT	OTHER	A/B+/B
3S	4311	2532	3907	2094	3121	1241	4	0	0	925	3333	438	63	6422033	48.8
	19.6	11.5	17.7	9.5	14.2	5.6	0			4.2	15.1	2	0.3	0.3	
3S	5111	2754	4111	2088	3187	1269	19	18	0	1204	3102	0	64	4722974	52.1
	22.2	12	17.9	9.1	13.9	5.5	0.1	0.1		5.2	13.5		0.3	0.2	
3S	5170	2851	4233	2160	3189	1099	32	21	0	966	2625	0	50	9322489	54.5
	23	12.7	18.8	9.6	14.2	4.9	0.1	0.1		4.3	11.7		0.2	0.4	
3S	4229	2296	3949	2049	2841	1056	1	23	0	829	2598	5	62	19938	57.5
	21.2	11.5	19.8	10.3	14.2	5.3	0	0.1		4.2	13	0	0.3		
3S	3896	2118	3475	1821	2626	1008	36	1	0	762	2563	0	63	118370	51.6
	21.2	11.5	18.9	9.9	14.3	5.5	0.2	0		4.1	14		0.3	0	

EXHIBIT 5

C.C.C.

Grade Distribution History

Academic Year	%A	%B	%C	%D	%S	%F	%NC	%W	%AU*
1973-74	20	26	22	7	-	-	14	11	-
1974-75	23	26	20	7	-	-	14	9	-
1975-76	21	25	20	7	-	-	16	11	-
1976-77	21	24	19	7	-	-	19	10	-
1977-78	21	24	18	6	-	-	18	11	2
1978-79	21	23	17	6	-	-	19	11	3
1979-80	20	23	17	6	-	-	20	10	4
1980-81	22	24	17	6	-	-	19	10	2
1981-82	21	23	17	6	5	13	2	10	4
1982-83	22	24	17	6	5	12	2	10	3
1983-84	21	24	17	5	7	12	3	10	1
1984-85	21	24	17	5	8	11	3	11	2
1985-86	20	23	17	5	9	10	4	11	2
1986-87	21	24	17	5	8	10	3	11	2
1987-88	21	24	17	5	9	9	3	11	2
1988-89	21	24	17	5	8	9	3	12	1
1989-90	21	24	17	5	9	9	3	11	1
1990-91	21	24	17	5	9	9	3	11	1
1991-92	22	23	17	5	9	8	3	11	1
1992-93	22	23	17	5	9	9	3	11	1
1993-94	23	24	16	5	8	9	3	12	1

Note: These calculations are based on headcounts. The "asterisk" grades are calculated with the appropriate letter grade.

* AU represents audit, blank and invalid grades.

Source: Job # ZECS010, Report 1. September 1993

CCAT8.WK1

EXHIBIT 6

Grade Distributions by Division

Division	%A	%B	%C	%D	%S	%F	%NC	%W	%AU*
1991-1992									
Arts & Communications	35	29	12	5	0	6	0	8	4
Business	27	27	19	7	0	7	0	10	2
Humanities	21	28	23	5	0	11	0	11	1
Instructional Resources-1	0	0	0	0	65	0	22	12	0
Instructional Resources - 2	0	0	0	0	62	0	23	15	0
Science & Allied Health	28	31	19	5	0	8	0	8	0
Technology, Computers & Mathematics	24	22	18	8	0	13	0	14	2
Total	22	23	17	5	9	8	3	11	1
1992-1993									
Arts & Communications	38	25	11	4	0	7	0	10	5
Business	25	28	19	7	0	9	0	11	1
Humanities	22	28	22	5	0	11	0	11	1
Instructional Resources-1	0	0	0	0	63	0	23	13	0
Instructional Resources - 2	0	0	0	0	61	0	25	13	1
Science & Allied Health	28	32	20	5	0	8	0	7	0
Technology, Computers & Mathematics	25	22	18	8	0	14	0	13	2
Total	22	23	17	5	9	9	3	11	1

Note: These calculations are based on headcounts. The "asterisk" grades are calculated with the appropriate letter grade.

* AU represents audit, blank and invalid grades.

** Describes grade distribution in AS and SD courses only.

Source: Job #ZECS010, Report 1. September 1993

CCAT3.WK1

Exhibit 7

RELATIVE DISTRIBUTION OF FAS GRADES - SPRING 1990

FAS Departments	Total No of Grade	A %	B+ %	B %	C+ %	C %	D %	F %	PA %	NC %	OTHER %	A,B+,B %
Cinema Studies	0	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR	ERR
Medieval Studies	59	45.76	30.51	18.64	0.00	1.69	0.00	0.00	3.39	0.00	0.00	94.92
Middle Eastern Studies	10	40.00	20.00	20.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00	80.00
Hebraic Studies	277	31.05	26.35	20.58	6.86	6.50	1.08	0.72	3.25	0.36	3.25	77.98
American Studies	499	29.86	19.84	27.05	7.62	8.82	2.20	0.40	1.20	0.40	2.61	76.75
Chin, Comp Lit, Slav Lang	934	33.40	21.52	21.52	7.17	6.10	1.28	1.82	0.75	0.86	5.57	76.45
Puerto Rican Studies	377	32.63	20.69	21.75	7.16	8.22	1.86	3.18	0.00	1.06	3.45	75.07
Women's Studies	620	17.26	26.13	29.68	7.74	5.81	1.94	3.06	2.10	1.13	5.16	73.06
Germanic Langs & Lits	442	30.77	18.55	22.62	8.37	7.24	2.94	1.36	1.36	0.68	6.11	71.95
Italian	648	29.78	20.83	20.52	9.72	8.95	3.86	1.54	1.54	0.62	2.62	71.14
Africana Studies	1,092	30.59	15.57	23.17	10.26	9.25	4.67	2.11	0.27	0.64	3.48	69.32
Recreation St & Phys Ed	1,099	25.48	20.47	22.84	10.65	8.37	3.64	2.46	0.82	1.18	4.09	68.79
Linguistics	155	32.26	18.71	16.13	9.03	7.10	4.52	1.94	1.29	0.65	8.39	67.10
Spanish & Portuguese	1,506	26.89	15.14	23.84	8.10	11.42	2.66	2.32	0.73	1.00	7.90	65.87
Political Science	4,194	21.65	17.81	26.16	10.23	9.70	3.53	3.22	1.29	0.60	5.82	65.62
Religion	772	22.54	18.52	24.09	11.79	9.59	4.66	2.20	2.20	0.52	3.89	65.16
French	959	23.25	15.85	25.65	8.86	9.91	2.29	2.61	1.98	0.63	8.97	64.75
Geography	1,204	24.54	16.65	25.85	8.59	13.27	4.77	2.60	1.91	1.04	5.20	64.20
Biochemistry	552	30.25	11.05	22.10	4.89	15.76	5.62	2.90	0.00	0.18	7.25	63.41
Anthropology	1,923	25.07	12.84	24.54	8.74	14.35	5.56	2.29	3.07	0.42	3.12	62.45
Classics & Archaeology	481	30.35	12.68	18.71	8.11	12.27	3.95	3.12	4.78	1.25	4.78	61.75
Psychology	6,371	30.06	11.40	19.84	9.14	13.55	5.76	3.89	0.69	0.72	4.96	61.29
Sociology	3,964	23.08	14.56	23.36	11.76	12.76	5.50	2.60	0.98	1.14	4.26	61.00
English	10,189	17.61	17.06	25.75	12.02	8.34	1.32	4.81	6.41	1.57	5.11	60.42
Physics & Astronomy	3,592	23.47	15.26	20.88	9.35	14.67	6.32	5.21	0.36	0.28	4.20	59.60
Art History	1,230	21.63	15.04	21.63	13.09	12.44	3.82	3.66	3.01	0.49	5.20	58.29
Philosophy	3,312	17.87	17.60	22.80	13.86	12.08	4.20	4.11	0.69	0.79	6.01	58.27
Statistics	1,559	24.95	12.64	20.01	7.06	19.18	5.71	3.98	0.26	1.48	4.75	57.60
History	6,175	18.77	13.91	24.15	12.89	12.73	5.05	3.92	1.77	1.57	5.25	56.83
Archaeology	367	20.98	10.35	24.25	9.26	17.98	7.36	3.27	0.82	0.82	4.90	55.59
Geological Sciences	937	16.86	9.61	24.23	9.18	23.27	7.90	2.88	0.75	0.53	4.80	50.69
Biological Sciences	5,060	15.28	9.35	19.25	10.45	27.17	8.28	5.22	0.32	0.79	3.89	43.87
Economics	5,796	12.25	9.77	18.55	17.25	22.71	8.13	3.30	0.67	1.26	6.12	40.56
Chemistry	4,042	11.97	8.98	16.80	13.61	24.10	8.41	10.86	0.00	0.72	4.55	37.75
Mathematics	6,020	12.39	8.49	14.65	9.34	18.90	9.63	13.49	0.23	3.16	9.72	35.53
Interdisciplinary	141	7.09	2.13	2.84	4.26	2.84	0.71	0.00	0.71	0.00	79.43	12.06
Computer Science	2,838	30.35	12.68	18.71	8.11	12.27	3.95	3.12	4.78	1.25	4.78	10.47
Tot. Fac. Arts & Sciences	79,396	20.45	13.66	21.58	11.01	14.62	5.41	4.86	1.62	1.18	5.60	55.70

T. McCoola - 8/3/90

Exhibit 8

Interdisciplinary Study:

TOWARDS THE MILLENNIUM

Midcareer Fellowship Program

Princeton University

Maryanne M. Garbowsky

County College of Morris

Randolph, NJ

May, 1995

Interdisciplinary Study: Towards the Millennium

"To build a house"

> "... there was a construction crew that wanted to build a house. So the crew opened a college, which soon split into departments that specialized in hammerology and saw science.
>
> It was not long before members of the hammerology department divided into two sub-specialties, due to a split between the physical hammerologists and the cultural hammerologists. Specialties continued to proliferate, until one day somebody realized that no house was being built" (Mooney 11).

This fable told by Robert Costanza, an associate professor at the University of Maryland's Center of Environmental and Estuarine Studies, parallels the situation in most traditional college curriculums. There is too much "over-specialization" for the faculty and not enough of "the big picture" for students (Mooney 11).

Recently Jacques Barzun, Columbia University's Professor Emeritus, accepted the university's 1994 Hamilton Medal given to commemorate the college's core curriculum, one of "the oldest uninterrupted programs of general education in America" ("The Hamilton" 4). Accepting the award on behalf of all those who have taught the course, Professor Barzun said that the program fought "against Specialism" and that one of its main purposes was "to enlarge the vision, by unfolding a panorama against which to place whatever the student would learn in college and during the rest of his life" (4).

This "panorama" is what interdisciplinary study attempts to provide. We do not live in a vacuum. Nor do we live in isolation from our neighbors, our community, and our environment. Yet when it comes to education, this is precisely

the case. Certainly as human beings it comes as no surprise that we lead "interdisciplinary lives" (Sbaratta 38). Yet that is not what we present to our students. Instead we show them a fragmented replica of life found in the traditional curriculum where we study individual subjects cut off and isolated one from the other. Thus we approach literary works and their authors as if they had no relation to the world around them, as if they had sprung up without regard or reference to their era, to the events of their time, or the current of ideas that nourished and inspired them.

In the interdisciplinary curriculum, this is not the case. Literature is not separate from history, nor music from art, nor philosophy from science. The classes become a microcosm of the real world outside the classroom door and the syllabus reflects the breadth and diversity of real life rather than the narrow restriction of the textbook.

Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, believes that the substance of general education should be the "study" of "such issues as the cycle of human life and the role of religion in the world, along with the arts, the environment, and sociological and anthropological issues in other cultures" (Mooney 12). These goals can be best fulfilled through interdisciplinary study. "Subjects are not wholes from the world to be studied in isolation. Nor are they experiences of a special kind with no relation to experiences of other kinds" (Sbaratta 38).

Recently the U.S News and World Report highlighted several schools in which curriculum renovation has yielded good results. In University Heights (Bronx), faculty are not divided into departments but make up "six interdisciplinary teams" guiding students to look at themes from varying perspectives (Toch 53). In this way, students study "fewer subjects more intensively." According to school "reformer" Theodore Sizer, the answer to the superficiality of U.S. schools is "to

teach fewer subjects in greater depth" and to "illuminate the connections between them" (53).

The results have been positive; students have been drawn "deeper into the subject matter" and "understand the relationship of the information they are learning" (Toch 56). Another similar program in Los Angeles documents that not only did students do better in writing and understanding of "abstract concepts" but also had less absenteeism and lower drop out rates (Toch 56).

But let's clarify what interdisciplinary means. The term refers to a variety of attempts to bring together disparate areas such as English, history, art, etc. into a common curriculum. The multi-disciplinary not only crosses departments, but divisional boundaries as well - from the humanities to science to business technology. Most often done in the humanities, interdisciplinary courses can also include vocational areas as well.

A workable definition of interdisciplinary study is found in a recent issue of Change: "Multidisciplinary programs are those in which faculty members bring to bear a discrete set of disciplinary skills and perspectives on common problems (Miller 28). An interdisciplinary course allows for focus on a "topic, rather than a discipline" (Hoffnung 31). It emphasizes "integrating available approaches and resources rather than mastering a single disciplinary approach" (31).

Traditionally critics of this "inclusive" (Watters 17) classroom argue that "combining more than one discipline in a course weakens each of the disciplines" (Sbaratta 33). In the Academic Crisis in the Community College, Dennis McGrath and Martin B. Spear caution against such programs, especially at the community college level where faculty are trying to "bridge the gulf between nontraditional students and academic life" (88). To add interdisciplinarism to this already difficult task tends "to weaken the academic culture further by diluting discipline-based standards of vigor and norms of discourse" (89).

Most recently, Harold Bloom in his latest book The Western Canon: Books and Schools of the Age bemoans the future when "we're not going to have departments of English or literature. A lot of them already are being named departments of cultural studies, and doing Batman comics and theme parks and all sorts of hazari, to use the grand old Yiddish word for it" (McMillen 25).

However, lest we lose all sense of perspective, let us examine the benefits such programs can yield as adjuncts to--rather than replacements of--the traditional curricula.

The advantages of an interdisciplinary approach are multiple and include benefits for the institution, the faculty and the students. Since the nature of interdisciplinary study is " inclusive rather than exclusive," it allows for using the resources the college has already on hand in a new way. Thus, in a period of constrained monies and cutbacks, a college can add to its course offerings without the expense of hiring new faculty--"all personnel and other resources are already extant through existing departments" (Miller 32). Thus the cost of funding a new program is little or nothing.

Furthermore in a time of declining enrollment, it is a way to attract new students. Thus, a "new or growing institution" has the opportunity to start a program in " a small, new field rather than a mediocre one in an established area" (Miller 30).

In an effort to strengthen the humanities in a time of eroding enrollment, North Shore Community College implemented a series of interdisciplinary courses under a new department of interdisciplinary studies. Since that time an array of courses has been developed which have grown in number and have "enjoyed consistent popularity" among students (Sbaratta 38).

For the community college especially, student retention has become a major problem. Interdisciplinary study has been shown to be highly effective in addressing

these problems, especially considering that only " a 1/3 of all beginning full time students at their level earn" terminal degrees (Tinto 26). In this regard, Seattle Central Community College in Washington started a Coordinated Studies Program which not only crosses departments in the humanities, but also in the math-science and professional/technical division. Students meet together in one large class which then breaks up into smaller group sessions.

The students in this program are more involved, not only in their courses, but also in campus wide activities. They see themselves as learning more and participating more than students not in this program. According to Vincent Tinto, this "multi-disciplinary approach... provided a model of learning that encourages students to express the diversity of their experiences and world views." As an added benefit, "it allowed differences in age, ethnicity, and life experience to emerge and become part of the course " (Tinto 27-28). The result of this program was that students were retained in greater numbers, not only those who were adequately prepared for college, but also those with "substantial remedial needs" (29).

In other programs, results have been the same. Faculty at Santa Rosa Junior College have found that by using an interdisciplinary approach in their remediation program, students not only do better, but the rate of attendance and retention was higher (Palmer 62).

Another advantage to the institution is that the program provides an opportunity for faculty development. Not only is the institution involved with teaching students, but also their faculty. An involved and interested faculty will provide a wellspring of enthusiasm in class.

Teachers, as well as students, can "lose interest in their lessons...." But due to the challenges of interdisciplinary courses," each learning situation becomes a novel way of using imagination to create new routes to personal understanding "(Sautter 436). In the exchange and planning that goes into an interdisciplinary curriculum,

teachers are challenged to build bridges and make connections between disciplines. It means more work for teachers but assures them a new way of thinking and seeing than simply out of the narrow lens of one discipline.

For faculty the benefits are many. It helps participating faculty overcome the isolation of their individual departments and gives them an avenue by which to explore " special interests, talents, and expertise which do not fit the traditional discipline mold" (Sbaratta 38).

In my own college, faculty are not only divided by disciplines but also have physical barriers such as separate buildings to contend with. An interdisciplinary course would engage and stimulate faculty from different departments and allow them to overcome both real physical dividers as well as purely artificial ones. This cross-pollination would be healthy for the faculty as a whole as well as for the individual participants. In a survey of attitudes of those involved in the Raritan Valley Community College's interdisciplinary program, faculty enjoyed the presence of "other teachers in the classroom" and thought of team teaching as "one of the main draws to participate in the program" (Valasek 18).

Such courses ground academics in a common goal and help them overcome the normal "insularity of faculty" (Sbaratta 38). According to Philip Sbaratta, "the interdisciplinary structure is a forum for faculty creativity"; it is "an antidote for the 'learned ignoramus,' José Ortega y Gasset's label for the specialist confined by the myopia of his specialty" (39). In addition to regeneration and recreation, the challenge of synthesis in the curriculum would hopefully lead faculty to new research and to produce "scholarship that otherwise might fall though the cracks" (Mooney 12).

But it is the student who reaps the greatest rewards. The traditional classroom has been known to stifle "imagination and creativity," but in the interdisciplinary curriculum the student can fully exercise imagination and

creativity in the context of meeting broader academic goals" and for "longer term learning" (Sautter 436).

The classroom is enriched by the broader base of knowledge and experience presented by the faculty team teaching the course. "Multiple instructors" bring to students "a wider range of academic and experiential background" (Hoffnung 31). Students are not fed "isolated facts," but are encouraged "to discover how ideas are connected" (Geoghegan 458). According to Ernest Boyer, "without an understanding of large patterns," we are not preparing students "for wisdom but for a game of Trivial Pursuit" (458).

In the interdisciplinary classroom where instructors are brought together "to teach collaboratively" the atmosphere takes "on an intellectual richness that traditional courses "lack (Tinto 28). Both students and faculty enjoy the experience of being in class with more than one teacher (Valasek 18). The diversity in the classroom opens up conversation that empowers students to add their own experiences as well as validate "their ability to contribute to the process of the course" (Tinto 28).

Another result that has come out of one program is once students try the new interdisciplinary courses, many opt to go back and enroll in more traditional courses. Why? Because, according to one faculty participant, they discover that they want to know more" (Sbaratta 39).

There are many varieties of interdisciplinary studies, ranging from whole new departments, to core curricula, to individual courses, to modules; some that merge simply the humanities area, while others bring together the vocational and professional with the academic. One outstanding example of the latter is MIT (Massachusetts Institute of Technology) which offers an "integrated studies program" for freshmen. In a year-long course, students study six technologies by reading about the subject as well as using a hands on approach. Thus a unit on

timekeeping begins with comparative cultural readings and ends with students designing their own timepiece.

In this way students acquire "an understanding of technology" and at the same time are better able to "understand economic and social history." MIT's goal is to graduate students with both "a broad knowledge of industry" as well as with "transferable skills that will serve them well in later career changes" (Rosenstock 436).

However, courses that commonly make up interdisciplinary studies involve a combination of humanities, such as those offered at Raritan Valley Community College for the past decade. Such courses have been offered successfully at other local New Jersey colleges such as Bloomfield College, Fairleigh Dickinson, and Stockton State College.

At my own institution, the County College of Morris has a history of such courses. Back in the early 1970's, the college offered Humanities I and II, a six credit sequence that encompassed a broad chronological study of history, philosophy, music, and literature. Team taught, it was a humanities elective course.

Today, 20 years later, we are rethinking such a course offering. Currently we offer only a handful of courses that use an interdisciplinary approach. But in the near future we are planning to resurrect a course similar in structure to our Humanities I and II. In preparation for such a change, our college received an NEH grant in the summer of 1993 for an intensive study of poetry. During a four week period--from June 7th to July 1st, twenty-four participants selected from both the full and part-time faculty would complete a "Journey through the Humanities" which would allow them to travel through time and across continents studying poets as diverse as Geoffrey Chaucer, W.B. Yeats, Emily Dickinson, and Jorge Louis Borges. The poets were varied in language, in era, in country of origin, and in theme.

However, not only was there diversity in the poets studied, but in the participants as well: there were faculty from math, visual arts, languages, and music- along with those from English. One of the objectives of the project as stated in the proposal was "To enable the teaching of poetry in English classes where it is traditionally taught, in foreign language classes, and in humanities courses where it is not presently included or minimally utilized, ("Journey" 6).

Thus one of the offshoots of the project was that these faculty would cross traditional disciplinary divides to bring the subject of poetry into their respective classrooms. Not only would the four week saturation in poetry revitalize faculty, but it would also become a challenging interdisciplinary experiment. During the closing week, visiting scholar Linda Georgianni from the University of California at Irvine presented her experiences along with sample syllabi from her college's Humanities Core Courses, a "three quarter sequence dealing with the problem of cultural differences over belief systems, race, and gender" (syllabus). The course readings range from Dante's Inferno to John Berger's Ways of Seeing to Freud's New Introductory Lectures. Faculty participating in the course came from philosophy, English, history and languages.

One option offered as a follow-up project at the end of our grant was to prepare "a course proposal and/or evidence of substantial integration of poetry into existing courses" ("Journey" 19). One participant submitted the literature component to a larger interdisciplinary course which would incorporate philosophy, history, the visual arts, and film among other disciplines. Organized by theme "the artist as social critic," the proposed course would follow a chronological format from Plato to WWII and would be offered as a humanities elective. Thus, our summer grant allowed our college to reconsider and reactivate an earlier interdisciplinary course. Currently the course is under consideration and will hopefully be offered in the next year or two.

But why now? Why after twenty years is our college reconsidering interdisciplinary coursework? Why is "higher education experiencing significant new growth in interdisciplinary scholarship and programs" especially in the humanities? (Miller 28). One reason for the timeliness of a move towards interdisciplinarism is the current "crisis" in the humanities, which according to one professor has been "tortured vocationalism," been called "irrelevant" and is "declining" in enrollment (Bauman 38).

Two figures who have discussed this crisis in the last decade are Walter Jackson Bate and William J. Bennet. According to "The Crisis in English Studies," published in Harvard Magazine, "The humanities are not merely entering, they are plunging into their worst state of crisis since the modern university was formed..." (Jeffords 102). William Bennet agrees and describes the "heart of the humanities" as "fragmented, even shattered" (102). One of the major culprits is the "increasing fragmentation and specialization within the university" (Jeffords 102).

In answer to the problem of "over specialization," they suggest "interdisciplinary" or "collaborative" projects- both within and across departments (Jeffords 106), focusing on connections rather than differences, on commonality rather than diversity. In the traditional humanities curriculum, information is " thrown out to... students like brightly colored bits of confetti. " Faculty do not " tell students how this information links to other disciplines or how all learning is interconnected." It is as if the "disciplines were created by a supreme being and that we cannot cross lines between them" (Englehardt 105).

In sharp contrast, courses which are interconnected like an Ethics and Values course used as an example in a journal article was extremely successful. Linking philosophy, literature, religion and history, this course has been ranked one of the most "enjoyable" by students and has helped them to learn more effectively since it used "more than one discipline" (Englehardt 105).

According to Murray Krieger, director of the University of California's Humanities Research Institute, " we are facing a revolution of the curriculum...The disciplines are being undone, redone, amalgamated in new ways by questions that we weren't asking only a few years ago" (Miller 31). Mary Clark, the organizer of a five day conference on " Rethinking the Curriculum," says " The world is changing, and we are standing still" (Mooney 12).

According to an article in The Futurist entitled "University of the 21st Century," interdisciplinary studies better serve the needs of our students' future. The belief is that the "interdisciplinary approach" is "needed to deal with a changing world" since our current system is becoming " increasingly inadequate" (53). The Commission on the University of the 21st century called for " an end to the ' tyranny of the disciplines'" ("University" 53), believing that the problems students will face in the future will not be "organized according to the categories of scholars" (Gaff 57) and that the solutions will "cross the lines of traditional disciplines." "Given the competitive climate around the globe, it is essential that we draw from all the intellectual resources of every field to improve productivity and to attack the scourges of the human community" (Gaff 57).

In addition, since many of our students in the two-year college do not go on to more in depth study in an academic subject, the interdisciplinary approach gives them a broad base and serves their individual educational needs better. According to various studies reviewed by ERIC, " the interdisciplinary approach... makes room for the generalist" (Palmer 59).

Due to the change in our economy base from industrial/manufacturing to a service oriented base and to the decline in employment opportunities, jobs of the future will require " more thought, more analysis, more decision making and more understanding. Our economy cannot provide jobs for the uneducated" (Renyi 444). To this end, the interdisciplinary focus on integration between subject areas will

benefit students. " An academic, aesthetic, creative, and social learning environment is one way to equip students for the challenge they will face in the complex cultural mosaic that will be their future" (Geoghegan 458).

Looking to the future, author Peter Drucker in a recent issue of the Economist describes our world as one " in the midst of a transformation in which the organizing principle of life is evolving from analysis (or rational thought) to perception " (Oddleifson 451). He believes that " the world's new realities are configurations and as such call for perception as much as for analysis" (451). If we do not prepare for this change, Drucker predicts a dismal future. From the year 2992, he looks back and sees "democracies" marching "straight from the climax of their 20th century victory over totalitarianism towards disaster" (451).

This dire prediction should encourage educators to rethink the curriculum and see how it can better fit the fast changing world picture, a world that will be multi-cultured and more "globally oriented" (Perrin 453). Students of the future need to be trained not for "specific tasks" but they must be "creative thinkers and problem solvers...able to work well with others" (Perrin 452).

Interdisciplinary course work can better prepare students for these goals. Since it is the occasion of an "interdependence of learning" (Hoffnung 31) and departs from the traditional "content oriented" classroom, it "focuses on skills of thinking, analyzing, and understanding" (Renyi 439). In answer to the U.S. Department of Education's observation that our nation is "at risk" because of our schools' inability to prepare "students for the complex lives they will face as adults in the new millennium, "Judith Renyi suggests an arts/humanities based curriculum using an interdisciplinary approach. In these courses the goals are not short-termed, but long termed. Instead of producing an end product, the focus is on improving our human state, trying to open ourselves to the past, the present, and to the future by stressing commonalities, not differences.

A recent article in the New York Times confirms this new trend. One Juilliard School of Music graduate, who is currently a founder of a new multimedia company called Music Pen, states that when she was a musician performing as "a concert pianist," she would never have thought she would go into the technology business. "It's delightful to see that the future of technology has so much to do with creativity" (Pulley B2).

In an innovative, yet extreme position, M. Garrett Bauman suggests a whole new core curriculum for the liberal arts of the 21st century. Its four components include global studies, self-reliance skills, interdisciplinary studies, and selected traditional studies (Bauman 40). He stresses one "essential element," that "all courses must combine skills performance and intellectual rigor" (41).

To remedy the "smorgasbord" (Bauman 42) that most curricula serve, that is "subjects pedagogically unrelated to one another--or to real life" (Hanna 603), Bauman proposes "interdisciplinary courses, particularly those combining technologies and traditional liberal arts" (42). Thus, students will be taught to "deal with the edges between fields and systems" and will be "required to synthesize as well as specialize" (42). Some courses he foresees in this curriculum would include Technology in Literature, Technology and Values, or Social Effects of Technology (43). He suggests that such courses along with courses from the other three areas would make up the students' first two years of college and would give them "a solid base of general liberal education on which to erect a major" (43). In the community college, this is especially appropriate.

Bauman is not alone in calling for a whole revamping of today's liberal arts curriculum. There are other such proposals, ranging from one at University College in Toronto which insists "on breadth, at least at the beginning of a university career, before the student moves on to more specialized work" (Morgan 35). To that end, the new "Integrated Studies (Unity of Knowledge) program" allows for time spent

on "interdisciplinary studies in the fields of the humanities, social sciences, and natural sciences" (Morgan 36). Not as drastic as Bauman's proposal, this program aims at "curriculum renewal" (Morgan 37) and at "unity" rather than "fragmentation of knowledge" at the university level (38).

For many educational prognosticators, the 21st century looms ahead with frightening (even apocalyptic) prospects. A whole issue of Change magazine focused on the question of technology's impact on the liberal arts. Because today's world and the world of tomorrow is "vastly more complex" (Edgerton 5), we cannot ignore the place of technology, which some call "a new liberal art" (Edgerton 4). One of the key questions faced by the contributors to this issue of Change is how to "infuse the stuff of engineering in a deeper way throughout the entire curriculum" or the question posed by the editor--"Why Would a Humanist Envy an Engineer?" (4).

As the 21st century beckons, our educational curriculum must be rethought, revitalized, and renewed. One direction clearly indicated through research is interdisciplinary study, which has been "championed" by the Sloan Foundation and the Carnegie Report on the Improvement of Postsecondary Teaching for "the thinking skills they foster" (Bauman 43). If we are to prepare students for a world in which "problems. . . tend not to have the fixed, single correct answers that characterize" academic problems (Eisner 595), and if "fragmentation--or lack of interconnection. . . is one of the chief characteristics of contemporary American society," we must give students something that aids them in seeing "overall relationships" "between diverse parts" (Jeffords 104-105).

The next question is how to begin such a change. One of the best ways is to follow the pattern of a successful program from its inception through its current operation and to learn from it. There are many such opportunities available both

nationally and locally. Journals such as Alternative Higher Education: The Journal for Non-traditional Studies and The Education Digest publish many such studies.

A particularly healthy pattern is found in the experience of the Utah Valley Community College in Orem. In 1987, they began a sophomore level interdisciplinary core course in Ethics and Values (Englehardt). The first necessity was administrative support; in this case a highly supportive dean rallied faculty and ran interference with the administration. The timeline was another important consideration since there are hurdles to overcome, so that this particular program began work at least two years before its projected implementation.

The proposal first went through a humanities committee and then through a college curriculum committee. A three-year grant from the National Endowment for the Humanities funded a pilot program which gave faculty a chance to prepare through several summer seminars in which visiting scholars came and lectured. Faculty workshops were offered with a consultant from the NEH--Donald Schmeltekopf, a former Midcareer Fellowship participant and founding president of the Community College Humanities Association (Englehardt 98). After this preparation and development, the course was set up and continues to be an exceptional adjunct to the curriculum, one that students say is "the most important and most enjoyable class they have taken in college" (105).

A local and more recent program to use as an example is that offered at Raritan Valley Community College. In the fall of 1993, three "Introduction to Humanities" courses were offered. Student opinions surveyed by Thomas E. Valasek confirmed that students enjoy "the interdisciplinary team-teaching approach it employs" (21).

Despite the many positive effects of such programs, there are many obstacles to overcome, not the least of which is "subject-matter turf" between faculty, and the amount of time and work that goes into such a change. One experienced instructor

notes that there is also the expectation on the part of students that the teachers have "control" over the subject area, when in reality this "is impossible in new courses drawing on intellectual traditions outside their own" (Englehardt 101). Thus another problem may be "fear," which on the part of the instructor "is a natural accompaniment to new interdisciplinary courses" (Englehardt 101).

However the benefits clearly outweigh the drawbacks. For in the end it is not only the students who will gain, but the faculty as well. Team-teaching offers faculty the opportunity to work together, to learn from each other, and to build mutual respect. Though teaching styles may differ, they will enrich the course and may, as one participant found, build a creative tension in the classroom which "proved to be complementary in the best sense" (Hoffnung 33).

As the professor moves into the next century and faces the prospects of "a period of limited mobility and growth" (Watermeier 280), such cross disciplinary courses will fire the imagination of faculty, renewing their vitality and giving them new opportunities for professional development and growth. "At their best, interdisciplinary programs go beyond intellectual integration (as important as that is) to create a community of learning between students and faculty" (Gaff 60).

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ONE-PERSON CRIMINAL JUSTICE PROGRAMS: AN EXPLORATORY STUDY

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Submitted in partial fulfillment of the requirements for
History 520
Princeton University, New Jersey
May 1995

This paper will examine the issues which confront one-person criminal justice programs in American community colleges. Clearly there are both advantages and disadvantages to these kinds of programs run by only one full-time faculty member. Identification, classification and analysis of the myriad issues challenging professors running such programs will be the central focus of this exploratory study. In those community colleges nationwide with criminal justice programs (416) about 43% (179) of the criminal justice programs are staffed by one full-time educator (Nemeth 1991). Some criminal justice programs at four-year colleges and universities are also staffed this way. And even though this paper focuses on the discipline of criminal justice, many of the points raised and key issues will apply to one-person programs in virtually any discipline.

In 1984 the national Joint Commission on Criminology and Criminal Justice Education and Standards wrote that "For too long and in too many institutions of higher education, criminal justice, with its large student enrollments, has been subject to exploitation. The use of criminal justice education to subsidize other academic and administrative programs has severely hampered the field's development" (Ward and Webb 1984:11). It has been a dozen years since that statement was written, and one could make a credible argument that in a number of ways criminal justice education today is "healthier" now than it has ever been. But some colleges still view criminal justice programs as "cash cows," so the exploitation of criminal justice education noted in the past continues in a number of schools.

There is an obvious exploitation of the criminal justice discipline and its students in the colleges that staff their programs only with part-time adjunct professors. Both the students and the discipline as a whole are short-changed by this arrangement. One source indicates that about 4.5% of the criminal justice programs at community colleges are staffed only by part-time faculty (Nemeth 1991). Diminution of quality can also occur even in criminal justice programs where there is a full-time faculty member when the one criminal justice professor is overwhelmed by his or her workload, and there is an excessive use of adjuncts. The primary purpose of this study is to point out to criminal justice faculty and college administrators that one-person programs are fragile entities needing constant monitoring to ensure that the intrinsic negative points of such staffing arrangements don't outweigh the positive points and thereby adversely affect criminal justice education.

Literature Review

An extensive computer search of the Educational Resources information Center (ERIC) found no literature specifically on one-person programs in higher education in criminal justice or other disciplines. Contact with personnel at the ERIC Clearinghouse for Higher Education also confirmed that this is an unstudied area. A good deal of material has been written about part-time (adjunct) faculty, but nothing has been solely devoted to this issue of one-person programs. The Invisible Faculty (Guppa and Leslie 1993) is a good study of the status of part-timers in higher education.

The literature on criminal justice education was also examined to see if that would shed some light on this subject if only in a peripheral way. Surprisingly, there

again, there was no mention of this not uncommon staffing pattern of one-person criminal justice programs. Since most (but not all) of these programs are at the two-year colleges, Guidelines for Criminal Justice Programs in Community and Junior Colleges (Hoover and Lund 1977) was examined. This document was published in conjunction with the American Association of Community and Junior Colleges, and while issues such as the utilization of adjuncts were addressed, no mention was made of one-person programs. This was also true of the other literature pertaining to criminal justice higher education. The Accreditation Guidelines for Postsecondary Criminal Justice Education Programs (Academy of Criminal Justice Sciences [ACJS] Accreditation and Standards Committee 1976) are national guidelines developed for the criminal justice discipline at colleges and universities. The ACJS, which developed these guidelines, is one of the two primary professional organizations (the American Society of Criminology (ASC) being the other) for criminal justice and criminology professors of two-year, four-year and graduate programs.

Four major, comprehensive reports are devoted to criminal justice higher education. The Quality of Police Education (Sherman and the National Advisory Commission on Higher Education for Police Officers [NACHEPO] 1978) was sponsored by the Police Foundation (a nonprofit think-tank in Washington, D.C.). This book presents the findings of a national commission of noted educators, police administrators and public officials who conducted a two-year inquiry into the problems and issues of police education. Another book was written to correct some of the perceived shortcomings of the Commission's report. Criminal Justice Education: The End of the Beginning (Pearson et al. 1980) was the result of five years of research and work at

John Jay College of Criminal Justice in New York City. Quest for Quality (Ward and Webb 1984) was the result of a five-year study to determine minimum standards for higher education in criminology and criminal justice. The research and this report were completed by the Joint Commission on Criminology and Criminal Justice Education Standards, a group of leading educators who are members of the ACJS and/or ASC. The Police Executive Research Forum (PERF) sponsored the most recent report, The State of Police Education: Policy Direction for the 21st Century (Carter, Sapp, and Stephens 1989). This research is really geared to providing police chiefs, elected officials and city administrators (rather than educators) with knowledge regarding the development of policies that encourage, reward and require higher education for police officers.

Anderson's Directory of Criminal Justice Education -1991 (Nemeth 1991) is the most recent and comprehensive listing of two and four-year criminal justice programs in the country. It also gives some indication of the extent of one-person programs. Lastly, an invaluable piece of research for this paper was New Jersey's version of Anderson's Directory entitled Directory of Criminal Justice Programs in New Jersey, 1993-1994 (Launer 1993). This booklet, created by the New Jersey Association of Criminal Justice Educators (NJACJE), has a current listing of criminal justice programs and clearly identifies one-person programs in the Garden State

Methodology

Given, then, this lack of research about one-person programs in criminal justice, or any other discipline, it was up to the author to create a questionnaire to survey his New Jersey colleagues about this issue. Along with a cover letter, a twelve-question

survey document was developed (see Appendix) and distributed to the author's colleagues (most of whom are members of the NJACJE) identified through Launer's directory. It is appropriate at this time to discuss the number of one-person criminal justice programs in New Jersey. With one exception, all of the criminal justice programs staffed by only one full-time professor are located at two-year community colleges. New Jersey has a total of 21 counties, and 19 of them have their own community college with two of the counties sharing facilities with neighboring counties. One community college has no full-time criminal justice professor, but it manages to teach its students in night classes taught by adjuncts and day classes taught by full-time faculty at a neighboring four-year college. So of the 18 community colleges with full-time criminal justice faculty of their own, 11 of them (61%) were one-person programs in fall 1994. All were surveyed with only one program not responding (a 91% response rate).

In addition to completing the written questionnaire five of the ten respondents were interviewed over the telephone. These telephone interviews ranged from 15 minutes to one-half hour and were designed to elicit more in-depth comments and help flesh out the questionnaires. A written questionnaire was also completed by a professor at the only four-year college in New Jersey with a one-person criminal justice program. Were the various issues at the four-year college any different from those at the community colleges? Five surveys were also completed by the author's colleagues at his college. These professors were in one-person programs in theater, horticulture, computer science, legal assistant, and funeral service. Would the various issues

confronting one-person programs be any different for professors in other disciplines (aside from criminal justice)?

All colleagues (in whatever discipline or institution) were promised anonymity. Because of their candor on the questionnaires and during the telephone interviews their anonymity will be preserved to spare individuals possible embarrassment. Therefore, no quotations will be individually identified in this paper.

Before analyzing the completed questionnaires a brief comment is in order about some of the questions themselves. Questions #9, #10 and #11 (See Appendix) are the "heart" of the survey and were designed to discover the advantages, disadvantages and key issues confronting one-person programs. Question #8 tries to ascertain the extent to which part-time adjuncts are utilized in those types of programs. And question #7 is designed to clarify whether these so-called one-person programs are truly one-person programs. If some full-time faculty members from non-criminal justice disciplines (e.g., political science or sociology) teach criminal justice courses such as criminal law, the court system or criminology, should this still be defined as a one-person criminal justice program? If full-time faculty from other areas are teaching a substantial part of the criminal justice curriculum, then one could argue that it should no longer be considered a one-person program. This survey determined that this was essentially a "non-issue" in New Jersey. In only two of the 11 community colleges (designated as having one-person programs) were any other full-time faculty teaching criminal justice courses, and in both of them one professor taught only one criminal justice course each semester. Truly, 61% of the community colleges in New Jersey have one-person criminal justice programs.

DISCUSSION

This section of the paper will summarize the primary responses to questions #9, #10 and #11 of the survey document. Little analysis of the issues will be made in this section. That will be dealt with in the concluding section of the paper.

Advantages

Two of the ten respondents (one community college didn't respond) with one-person criminal justice programs felt that there were no advantages to this type of staffing arrangement. The "advantages" are not as numerous and pronounced as the "disadvantages" as far as the respondents were concerned. Most of the perceived advantages to this type of program center around several administrative issues.

Scheduling . The ease of scheduling criminal justice classes each semester was cited as a key benefit of the one-person program. All the respondents who answered question #9 positively mentioned they were permitted a fair amount of discretion in setting up their own teaching schedule and the discipline's schedule (whether on or off-campus) as well. This permitted the faculty to choose a class schedule that fit their personal needs. Also, with control over scheduling, the needs of adjuncts, students and the curriculum as a whole were able to be managed more easily.

Textbook Selection. Almost all respondents felt that choosing textbooks to use in various courses was a relatively painless process in one-person programs. Most colleges try to ensure that multiple sections of the same course are taught by professors using the same textbook(s) or reading list. Where this is the departmental practice, choosing textbooks for new courses or changing them for current courses can

become a real problem between colleagues. Obviously this whole process is simplified where there is only one full-time faculty member.

Curriculum Development . Many respondents mentioned that they had a good bit of leeway in shaping the criminal justice curriculum at their college. The professors felt they had the freedom to modify the curriculum, within reason, adding and deleting courses, changing course titles and descriptions, changing program requirements, etc. Two New Jersey community colleges just hired their first full-time criminal justice professors in the fall of 1994, and one of these new professors commented, "Since this is a new program I have the opportunity to develop it according to my sense as to what a two-year criminal justice program should be." Most criminal justice professors in one-person programs are not creating a curriculum from scratch, but they still enjoy the latitude to revise it as necessary.

Adjuncts. Even though many professors lamented the excessive use of part-time adjunct professors (which will be discussed later in the paper), they (the full-time professors) liked having the power to hire and supervise the adjuncts in the criminal justice program. At many schools this supervision of adjuncts even extends to formal classroom evaluations of their teaching competency. Particularly in one-person programs it is realized that the quality of adjunct professors has a substantial impact on the overall quality of the program. The full-time professors view this close control that they have over adjuncts as a real advantage to one-person programs.

Autonomy. The last major advantage to one-person criminal justice programs was cited by virtually all the survey respondents in one manner or another. That advantage could be called "autonomy." Many professors discussed it as "you are your

own boss," "less red tape," "short staff meetings" and so on. Even the four previous advantages have a common theme running through them: discretion and leeway to create, revise and get things done quickly in the criminal justice program. Many community colleges with one-person criminal justice programs give that person some far-reaching latitude to get the job done--the job of creating and/or maintaining a quality program with a healthy student enrollment. In essence, the one full-time professor becomes the college's in-house "expert" on all criminal justice-related matters. One professor said, "You are in charge and can be creative without worrying about stepping on other people's toes." One could argue that professors in general have a good deal of autonomy, but professors in one-person programs appear to have even greater levels of autonomy than most, and they clearly appreciate that.

Disadvantages

In contrast to the previous question concerning "advantages of one-person programs" (and two professors indicated that there were none), all the respondents listed a number of disadvantages to these types of programs. Not only were their negative comments more numerous, they were also much more strident.

Excessive Workload. Because there is no other full-time faculty member to share the workload with, it all falls on one person's shoulders; all respondents listed this is a drawback. All the administrative demands, program decisions, adjunct responsibilities and so on have to be done by the one criminal justice professor. A number of them complained that this excessive workload puts a lot of emotional strain on them as well as reducing the opportunities for faculty development (e.g., attending seminars and conferences) and interacting with the local criminal justice community.

Student Advisement. Related to the workload issue, is the student advisement load that many professors have to contend with. The sole criminal justice faculty member is often the only college advisor for all the criminal justice majors (whether full or part-time students). Most of the two and four-year criminal justice programs in New Jersey (as well as nationwide) are enjoying high student enrollments in their classes with numerous majors in their programs. While this bodes well for criminal justice higher education as a whole, it also means that professors are often overwhelmed by criminal justice majors for several weeks each semester during early registration as students sign up for the following semester's classes. Combining student advisement with the day-to-day contacts between faculty and students regarding issues such as career counseling, personal problems, all while acting as faculty advisor to the criminal justice club, it is understandable that faculty mention this as a negative factor.

Peer Interaction. Most survey respondents lamented the fact that there was no intellectual feedback and discussion with colleagues in their discipline. They feel isolated in these one-person programs, and, as one respondent said, "There is a lack of daily discussions with associates regarding current issues related to our discipline." And even though the one full-time professor has contact with the adjuncts in his/her program, once the semester starts that contact is usually peripheral at best. There is just no one to bounce ideas off of, not just related to criminal justice issues but also curriculum changes, course revisions and so on. One professor said that even arguments with colleagues were healthy and preferable to no response at all. In more human terms one respondent succinctly stated, "It's lonely sometimes."

Student Intellectual Stagnation. A number of professors feel that students who are not exposed to a variety of teachers and instructional methodologies are being intellectually short-changed. In many one-person criminal justice programs it is not unusual for the full-time faculty member to teach the "bread-and-butter" courses--the ones needed by majors to graduate. Often more than 50% of the curriculum's required courses are taught by the sole professor. For example, this may mean that if criminal justice majors are required to take six criminal justice courses for an associate degree, then three or four of them are taught by the same full-time professor. This is not intellectually healthy because as one professor commented, "Students are exposed to one predominant approach to the criminal justice community. Exposure to another point of view would be beneficial for a graduating student." Related to this is a lesser issue of professors who may become "too close" to their students because they encounter the same students in their classes semester after semester. This may lead to the student becoming "burnt-out" with the professor (and perhaps the discipline itself) and vice versa.

Sole Responsibility for Program. This is certainly related to several of the previous "negative points" that were discussed, but it was mentioned by several respondents as a separate problem in and of itself. As they see it, a significant drawback to one-person criminal justice programs is that there is no one else for the sole full-time professor to delegate authority to. Whether this person wants to be or not (or is administratively competent or not), he or she "is" the criminal justice program and has the responsibility to see that everything gets accomplished effectively. One professor said, "The buck starts and stops here," and another said, "One must assume

complete responsibility/accountability for the integrity of the program and each program course." One-person programs can present a daunting challenge to any professor, but this challenge can be particularly stressful for new and untenured faculty. One such professor (not in criminal justice) said that she "sometimes feels responsible for everything. If enrollment is down, it's my problem. If one of my adjuncts is no good, it's my problem."

Inadequate Reimbursement. Three respondents indicated that they were not reimbursed at all for their extra duties connected with acting as the administrative coordinator of their one-person criminal justice programs. One professor noted that his college had discontinued the role of program coordinator "but still expects the same coordination without compensation." Unfortunately, this questionnaire did not ask specifically about financial remuneration connected with one-person programs. In light of the increased workload for professors in these type of programs it is understandable that inadequate compensation will be viewed as a significant negative factor by faculty caught in such circumstances.

Key Issues

Concerning question #11 on the survey, the respondents were asked to identify and briefly discuss the key issues confronting one-person criminal justice programs. A number of their responses were simply a rehash of the disadvantages that they had discussed.

Wearing Too Many Hats. This important issue is clearly related to the excessive workload that many faculty members feel they have to bear. As one professor put it, "You're wearing too many hats and therefore you're spread too thin." Most criminal

justice faculty at community colleges teach five courses (15 credits) a semester as their normal load, and this may entail three, four or five separate class preparations. Some professors teach an overload course or two each semester as well. Added to all of the professor's teaching responsibilities are student advisement and counseling, administrative duties, institutional governance committees and so on. An additional facet to criminal justice programs is the desirability of maintaining ongoing contact with the various criminal justice agencies in a particular county. All of these responsibilities pile up on the sole professor who finds himself or herself in a one-person program. One respondent commented that this excessive workload factor could "lead to early career burnout."

Off-Campus Courses and Internships. Related to the workload question and how many "hats" one is wearing is the issue of off-campus courses and sites. A number of community colleges offer criminal justice courses at one or more satellite sites throughout the local county. The single full-time professor may teach at these off-campus locations and/or supervise adjuncts who teach there. In addition, several respondents (who have students who take field internships) noted that student internships have to be developed and the students monitored at the site once they're placed. All of this takes travel time and adds to the professor's workload and responsibilities.

Peer Interaction. The single faculty member in a one-person program not only doesn't have any colleague to share the workload with, he or she doesn't have anyone to bounce ideas off of or engage in intellectual discussion on criminal justice matters. One respondent commented, "There is no one to share ideas with who is as intimately

involved with the program as I am. My advisory commission is a poor substitute for this missing input." The advisory commission that the respondent referred to is a fixture in most community college criminal justice programs nationwide. These advisory commissions or committees meet only once or twice during the academic year and are usually composed of seven to ten members who represent a cross-section of criminal justice agencies in the local area. While the advisory commission may provide some input and feedback to the lone criminal justice professor, it is really limited input at best.

Student Intellectual Stimulation. In another "key issue," (mentioned earlier as a "disadvantage") several professors noted the ongoing need to keep students intellectually stimulated, particularly in one-person programs where students may have the same professor for more than 50% of the required major courses. The respondents felt that professors have to avoid being narrow-minded in classroom discussions. An overly narrow perspective on criminal justice issues can, of course, stifle such discussions and also lead to students becoming intellectually stagnant, as they are only exposed to their professor's "correct" viewpoint. This is an issue that really confronts all professors to a degree, but it has to be especially guarded against by the single member of a one-person program.

Excessive Utilization of Adjuncts. Underlying most of the "disadvantages" and "key issues" mentioned by survey respondents is this one--the excessive use of adjuncts in one-person programs. While 50% of the curriculum's courses may be taught by the sole full-time faculty member, the other 50% are taught by part-time adjunct professors. One professor said that in his program there is "too much reliance on adjuncts." Another commented about the continuing concern regarding adjuncts

when he questioned the "quality of instruction and dedication to student needs by adjunct faculty." He also noted that there is a "lack of contact and discussion with them [adjuncts] regarding teaching philosophy, course content, text selection, grading criteria, etc." Another professor touched upon the "extremely limited training for adjuncts" and the additional work this places on the single faculty member who may have to hire, supervise and evaluate several adjuncts.

Question #8 on the survey specifically asked about the extent to which adjuncts are utilized in one-person community college criminal justice programs in New Jersey. The responses ranged from one college that uses one or two adjuncts who teach about 10% of the discipline's courses during the academic year to another college where ten adjuncts are utilized who teach 60% of the courses. A third community college noted that in some academic years as many as 75% of its criminal justice courses are taught by adjuncts. It appears that on average the typical one-person criminal justice program employs five adjuncts who teach about 40% or so of the discipline's courses offered each year.

Inadequate Reimbursement. To the professors of one-person programs who are getting no reimbursement or inadequate reimbursement for the increased responsibilities that are inherent in such programs, all other issues may well pale beside this one. Professors in such circumstances are quite vociferous about this, and one professor listed this as the only issue which was of paramount importance to him. Another said, "You are supposed to be everything to everybody for very little $." Professors in one-person programs who are disgruntled about their inadequate

reimbursement can obviously have a significant negative impact on the program as a whole.

CONCLUSION

Many of the problems and issues connected with one-person criminal justice programs would be eliminated or substantially reduced by the employment of another full-time criminal justice professor. But many of the issues that were noted by respondents to the questionnaire are double-edged ones. For example, another full-time faculty member would help to reduce the administrative workload and provide for more comprehensive student advisement, but what would happen to the advantages of flexible program scheduling and autonomy in general? When another colleague is present, considerations such as textbook decisions and curriculum changes can become more complex and difficult to accomplish.

The economic reality of the times, though, will preclude most community colleges from hiring a second full-time faculty member to support criminal justice programs. "At many institutions, the use of part-time and temporary faculty has become a way of life. Budgets are balanced and classes assigned on the assumption that 20, 30 or 50 percent of all undergraduate sections will be taught by faculty members who are hired for a temporary assignment" (Gappa and Leslie 1993:2). So it is quite unrealistic to call for the elimination of part-time adjuncts from the criminal justice program. Even if adjuncts could somehow be eliminated from criminal justice programs, the question would then become whether they <u>should</u> be eliminated. Again, relating to the double-edged nature of many of these issues, "A degree program should always expose students to several perspectives regarding the processes of the criminal justice system.

If necessary, part-time instructors should be employed to accomplish such exposure" (Hoover and Lund 1977:15). Also adjuncts may have expertise in some areas (e.g., criminal law, corrections administration) that full-time faculty don't possess.

The real issue concerning adjuncts, then, is not whether they should be used but to what degree they should be used. The most important resource in higher education is full-time faculty. The Academy of Criminal Justice Sciences (1976:5) recognized this point in its accreditation guidelines, which required that the percentage of "annual credit hour production of criminal justice courses" taught by part-time faculty not exceed 50% in associate degree programs, 30% in baccalaureate programs, and 25% in graduate programs. The National Advisory Commission on Higher Education for Police Officers felt that "These standards, however, are insufficient to guarantee a high level of faculty involvement in the program. The part-time faculty should merely supplement, and not take the place of, the full-time faculty" (Sherman and NACHEPO 1978:113-114). Therefore, the Commission recommended that "In no case should part-time faculty be employed for more than 25 percent of a program's annual credit hour production" (6). This standard should apply in two-year as well as four-year colleges. The Commission felt that "An overreliance on part-time faculty produces inadequate faculty participation in institutional governance and advisement and counseling of students" (6).

The Joint Commission on Criminology and Criminal Justice Education and Standards echoed the call for criminal justice majors to "receive no more than 25 percent of their criminal justice course work from part-time instructors" (Ward and Webb 1984:18). The Joint Commission felt strongly that "the exploitation of part-time faculty is an embarrassment to the academic community. The part-time faculty's

commitments are minimal, because the commitments made to them are minimal. Moreover, the use of a large part-time faculty hurts an individual criminal justice program and hinders the national growth of the field. The institution, the field, and the students benefit only when the use of part-time faculty is carefully limited" (Ward and Webb 1984:152). One-person criminal justice programs that have adjuncts teaching 40% or 50% or more of the discipline's annual course offerings are clearly overstaffed with part-timers. College administrators at these colleges should keep the use of part-time faculty to a minimum, and they should seriously consider hiring a second full-time faculty person. And the decision to use adjuncts should "be based on an academic rather than a cost-effective rationale" (Ward and Webb 1984:16).

In addition to the interrelated issues of adjunct professors and excessive workload several other items should be addressed in the concluding section of this exploratory study. One of these issues, "peer interaction," would become a "non-issue" if a second full-time professor were hired. But given that most one-person criminal justice programs will remain that way (at least in the immediate future), what can be done to alleviate such a solitary state of affairs? One popular current buzzword, "networking," will address that issue to some degree. It is especially important for faculty who find themselves in one-person criminal justice programs to network. They should network with criminal justice colleagues at other two and four-year colleges within their state or region. Initial contacts can be established through state and/or regional associations (offshoots of the ACJS) and will enable lone criminal justice professors to meet and interact with peers in their discipline. Aside from interacting with peers in one's own discipline who are teaching at another school, it is also important to

interact and network with professors in other criminal justice-related disciplines within one's own college. Fellow professors at one's own school can provide some intellectual stimulation and feedback on criminal justice matters. Professors in the social sciences and humanities (e.g., history, political science, sociology, psychology) should be fairly conversant with key criminal justice issues. They should also be aware of college politics as well as the administrative "goings-on" at a particular school. Interaction with individual members of the criminal justice advisory committee (previously discussed) as well as criminal justice professionals in the local community can provide intellectual stimulation for the lone professor also.

Just as a number of respondents are concerned about their own lack of intellectual stimulation as they find themselves in one-person programs, so too are they concerned about the lack of student intellectual stimulation because of the student having much of his or her course work taught by the same professor. Professors working in any size program (whether staffed by one or ten professors) have to always guard against pontificating in class and advocating only one "correct" point of view (the professor's) on controversial issues. This is particularly true in one-person programs. This is also a reason why some authoritative sources cite a <u>need</u> for part-time adjuncts because they can bring a fresh point of view into the classroom. To stimulate the student's intellectual growth and prevent student burnout (because of having the same professor course after course), the Joint Commission on Criminology and Criminal Justice Education and Standards called for "no more than one-third of the total credit hours in criminal justice being offered by the same instructor" (Ward and Webb 1984:18).

The issue of reimbursement can become an all-consuming one to faculty who feel that they are inadequately compensated because of the additional workload that confront them as the sole faculty member in a one-person criminal justice program. Often there are numerous activities assigned to them, ranging from marketing and student advisement to being advisor to the student club and talking with community groups about criminal justice issues. A whole host of responsibilities is placed solely on one person's shoulders, and his or her college should recognize this through adequate compensation. If the lone professor is acting as both teacher and program coordinator, it is absolutely imperative that he or she be adequately reimbursed for fulfilling that dual role.

The reader may have correctly surmised by now that the same basic "advantages," "disadvantages" and "key issues" that confront one-person criminal justice programs in community colleges also confront sole faculty members in any discipline at either the two or four-year college. As was noted earlier in the paper, one questionnaire was completed by a professor in a one-person criminal justice program at a four-year college and five were completed by community college professors from other disciplines. Most of the issues and comments from these respondents were interchangeable with the single criminal justice professors at the community college-level.

This is an exploratory study and as is the case with any preliminary inquiry, further research is needed. This research could well be directed at more definitively identifying the problems and issues that confront one-person criminal justice programs. It also could be directed at the author's hypothesis that the issues that confront one-

person programs are essentially the same in all disciplines and in two-year and four-year colleges as well. As long as there are one-person programs, some unique issues will confront them. But, as is often the case, being "forewarned is forearmed." If both professors who staff such programs and college administrators who use them are aware of the key issues and possible drawbacks to them, then preventative and/or corrective steps can be undertaken. The issues challenging one-person programs are not insurmountable provided that they are addressed in a timely manner

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APPENDIX: QUESTIONNAIRE

One-Person Criminal Justice Programs

1. Name of College _____
   _____
2. Your Name _____
   _____
3. Academic Rank and Highest Degree Earned _____
   _____
4. Total number of years teaching _____
   _____
5. Coordinator of which academic program(s)? _____
   _____
6. How many courses do you teach during the academic year?
   Normal Load _____ Overload _____
7. A. Are there any other full-time faculty members that teach courses in your discipline? _____
   _____

   B. If there are, how many full-time professors teach courses in your discipline during the academic year? _____
   _____

   C. In total, approximately what percentage of your discipline's courses do they teach during the academic year? _____
   _____
8. A. How many adjunct (part-time) instructors teach courses in your discipline during the academic year? _____
   _____

   B. In total, approximately what percentage of your discipline's courses do they teach during the academic year? _____
   _____

9. Are there any advantages to being the primary full-time professor in your program? _____
If yes, please briefly list them._____

10. Are there any disadvantages to being the primary full-time professor in your program? _____
If yes, please briefly list them._____

11. What are the key issues confronting a professor who is the primary full-time faculty member in his/her program? Please list and briefly discuss.

12. Would you be agreeable to discussing this subject further with me? _____

If yes, please list your telephone numbers.
DAY (_____)_____
EVENING (_____)_____

Thanks very much for your time and assistance!

*Please return this questionnaire as soon as possible in the stamped, self-addressed envelope. If you have any questions, please feel free to contact Professor Peter Horne, Ph.D., at (609) 586-4800, ext. 315 or (609) 443-8696.

AMATEUR NURSING: DELEGATING NURSING TASKS TO UNLICENSED ASSISTIVE PERSONNEL

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Spring, 1995

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PREFACE

Something was terribly wrong with my friend. Connie* was ill. The smile that usually dressed her face was gone. It had been replaced by twisted trembling. "Not. Not." she mumbled. Her charm and wit had vanished and she was bent with anxiety. "I'll sorry." Tears coursed down her cheeks. I had seen her the day before, puttering around her garden, a slender, alert eighty-four year old. This change was dramatic.

The doctor and I agreed to meet at the emergency room in the local hospital. The admission process went smoothly because Connie had all her documents at hand, a reflection of her orderly life. After a short examination the triage nurse took us to a small cubicle. Connie became a patient. She was placed on a stretcher, robed and tagged.

Ten minutes later a young women in white entered. She did not introduce herself but she was wearing several chains around her neck one of which spelled out "Susan" in large letters. "Susan" collected the leads for the monitor equipment and approached Connie. Startled, Connie resisted. "Lie still!" were the first words we heard from "Susan". Quickly I explained to Connie what was happening and asked "Who are you?"

"I'm Susan." The woman answered.

"I knew that from your necklace." I am a nurse educator and would have had stern words for any student who did not explain to their patient who they were and what they were doing, especially one as confused and anxious as Connie. "What is your position here?" I asked.

"I'm an Emergency technician," she answered accenting emergency.

"Where is our nurse?" I was nervous because Connie was less able to talk than earlier in the day. Susan did not respond, she was adjusting the monitor screens. All our eyes turned to the screens. "You don't know what you're looking at!" Susan challenged.

"Actually I do. I teach nursing." I had difficulty controlling my voice. I was alarmed and angry. "Everything looks normal for Connie except the oxygen saturation level. Check the connection. Sixty-eight percent is incorrect. Her breathing and color are too good for that reading." My voice took on the commanding tone I use when I want a quick response.

*All names used are fictitious.

Susan did as I asked.

Three hours later we had seen the trauma doctor, the family physician and the neurologist called in to consult. But we had not seen our primary nurse.

Connie was taken to x-ray for a CAT scan and I sought out the charge nurse. I explained the events that had taken place and asked why we had a surly technician inflicted upon us. The charge nurse, a former student of mine, sighed and explained that due to "economic realities" there had been "downsizing" and experienced nurses replaced with unlicensed technicians who had been "cross trained" in various tasks over an eight week course taught at the hospital.

I was surprised and explained that I knew nothing of this new "restructuring" and felt that Connie had been placed in jeopardy. The charge nurse agreed.

My friend Connie recovered. I did not. I was haunted by the experience.

INTRODUCTION

The utilization of aides for health care has a long history in the provision of patient care (Brider; Phippen and Applegeet 455). Nurses have been delegating care activities to family members and various trained aides since the beginning of the profession. During the early 1900s, in the United States, controls were placed on nursing education and practice in an effort to safeguard the public health (Ellis and Hartley 125). North Carolina, followed quickly by New Jersey and New York, was the first state to write nurse practice legislation which regulated nursing education and required licensing for practice (Ellis and Hartley 126).

When large numbers of non-professional workers joined the health care team during the 1940s and 1950s, registration and licensing was imposed upon the workers and guidelines were established for the educational institutions which trained them.

Today, the practice of nursing requires sophisticated scientific knowledge and high levels of technological skills. The legislation for nursing practice was adjusted over time to meet the perceived need for consumer protection. A licensing examination and background check were instituted and recently provisions have been added by most states for advance

practice rules and requirements for continuing education (Ellis and Hartley 124-134). The licensed practical nurse, dental hygienist, respiratory therapist, etc. were also required to take national examinations and the schools were required to be accredited by professional and state agencies. Eventually, nurse/home health aides were registered or certified, as federal laws required standards for agencies which were recipients of Medicare funding(Ellis and Hartley 380). Therefore, the arrival of unregulated, unlicensed assistive personnel (UAP), within the health care team, alarms professional nurses.

During today's economic difficulties many hospitals and health care agencies are training greater numbers of UAP to perform complex nursing tasks without the benefit of the science which clarifies and informs judgment (Driever 2-8; Curry 428). The nursing profession has incorporated three different educational programs for professional nursing: diploma, associate degree and baccalaureate degree. The rationale for the two college programs was that the Associate Degree Nurse (ADN) would be the professional technical nurse who would replace the diploma graduate. The ADN graduate would work under the direction of the Baccalaureate Degree Nurse (BSN). However, the ADN was never utilized according to design and the profession has presented a scattered image (Ellis and Hartley Chp. 2). Therefore, it is not surprising that administrators of hospitals and other health care agencies choose to see nursing, not as an integrated interpretative and judgmental activity, but, as piecework. This view has led to the diversion of nursing tasks from professional nurses, and the employment and training of UAP (Ketter).

The nurse practice act of every state holds the registered nurse accountable for all patient care including those tasks delegated to assistive personnel (Miller). The practice acts require that a nurse, who delegates a task to another person, knows the education of that individual; knows their competence; supervises and inspects their work, and evaluates the outcome of the task (Miller). Because hospitals control the education of UAP, set the rules for delegation, and have no external oversight of training practices, many nurses find themselves in the position of having to delegate tasks which they consider too complex (Gordon). A consumer of health care is well advised to ask: "Who is that person at the bedside or in the clinic who is wearing white?" More and more the answer is a

technician with eight weeks of training. This situation is of great concern to all nurses. This situation should be of concern to all health care professionals. This situation should alarm health care consumers.

REVIEW OF THE LITERATURE

A computer search of the literature covering the years 1989 - 1994 was done using Medline and CINHAL. Empirical studies related to the selection and evaluation of specific nursing tasks by educators were non-existent. The articles available presented anecdotal information, similar to that found in the Preface and a limited number of descriptive studies which dealt with saving costs; tasks incorporated within the traditional and non-traditional extended role of UAP; and nurses' and patients' response to the introduction of traditional aides and UAP within patient care units.

Traditional Assistive Role:

Early studies which focused on the traditional aide role included Merker et al. who delineated several titles for assistive personnel; orderly, aide, janitor, and unit clerk. Anecdotal reports were used to assess Registered Nurses' (RN) satisfaction, financial impact, patient satisfaction and quality of care. All hospitals reported positive responses in all areas assessed. Because anecdotal and retrospective data was used the results can not be generalized.

Sheedy, (using the term unit hostesses), Hesterly and Robinson found in their studies that using aides was helpful and cost effective. The aides, described in the studies, had the job of delivery of nourishment, unit supplies, patient mail, and items requested by patients, as well as answering lights and phones, but did not include patient care. The surveys of staff found that patients were less anxious and that Licensed Practical Nurse (LPN) and RN staff reported less stress in carrying out their jobs. The nurses reported difficulty in delegating tasks to others and needed education in leadership and management strategies.

The use of more sophisticated aides, e.g. LPNs and nursing students, who do basic patient care such as bed baths, would be expected to decrease the nurse-patient care loads, and increase staff and administrators satisfaction. However, when these nursing assistants and LPNs were added

to the nursing team the overall quality of care was reported as less, and both RNs and assistants proved to have higher numbers of sick days with the non-professional staff reporting ill more often than the professional staff. The RNs did report having more time with patients but had some difficulty in delegating tasks to nursing assistants. The authors related nurse dissatisfaction to an increased rate of nurse turnover (Jung; Powers et al.).

The traditional role has been described in the literature as containing non-patient tasks; secretarial, housekeeping, janitorial, transport etc. and basic patient care, bed baths, bed making, assessments of temperature, pulse etc. These studies report high acceptance of this assistive role by patients, staff and management.

Non-traditional Assistive Role:

Manthey (1989, 1989a, 1990), Clark and Hollander studied the teaming of auxiliary workers and RNs. Using Manthey's partnership model, the assistants and RNs agreed on a work relationship which was formalized. The assistants could be LPNs, technicians, and/or traditional aides. The authors found that patient-nurse ratios were able to be safely increased without RN dissatisfaction or loss of quality of care. The nurse and assistant worked as a team sharing patient care with the net result that RNs spent less time with basic care tasks. The indicators assessed were increased number of admissions processed, completion of nursing care plans, and nurse self-reports of satisfaction.

An extended role for LPNs was described in a study by Fortin et al. The LPN was assigned to dressing changes, medication administration, including intravenous solutions. Most of the basic care was delegated to aides. The redesign of work into districts, with teams of RNs, LPNs and traditional aides, provided increased time for RNs to carry out professional work. Satisfaction was reported as high by self-report of nurses involved. The role for the LPN in this study was similar to the role described in recent reports for UAP who receive six to eight weeks of training (Abts et al.). The LPN is licensed and receives 52 weeks of education.

The introduction of patient-care technicians and cross-trained nursing assistants occurred during the late 1980s. Studies were carried out which described the cost effectiveness, patient satisfaction, and job satisfaction,

as they compared with the traditional model for assistive personnel. These UAP were given, on average, six to eight weeks of training which prepared them to assume selected nursing tasks e.g. dressing changes, suctioning, Foley catheterization, EKG recording, intravenous fluid set-up, and blood drawing (Brider; Manual and Alster; Milstead). The aforementioned studies drew conclusions based upon dollars saved by reduction in RN positions, and elicited statements of nurse satisfaction, some of which were gathered by administrators. Therefore, these findings are difficult to evaluate.

W. D. Crawley, R. S. Marshall and A. H. Till describe the restructuring of hospital staffs with the incorporation of UAP in an effort to offset nursing shortages and/or expenses associated with nursing care delivery. The article clearly spells out tasks which the authors believe are appropriate for UAP with eight weeks education. Added to the traditional role are measurement of blood pressure, feeding via nasogastric and gastric tube, suctioning and tracheostomy care, turning, coughing and deep breathing exercises, monitoring incentive spirometry use, application of nasal cannula and mask oxygen, specimen collection for gastric secretions, documentation on flow sheets, (patient care flow sheets, diabetic care sheets etc.), Foley and condom catheter care and maintenance. The authors believe that if there is clear delegation of tasks with oversight by an RN who regularly supervises and works with the UAP there will be financial gains and greater work efficiency.

The Cawley et al. study also alludes to measures which would expand the UAP role. Through further training more complex tasks could be taught. They point to the recommendation of the American Hospital Association that housekeepers can perform EKGs, blood drawing, and transportation of the patient! So this individual might go from taking care of dirty waste to drawing blood from a patient! Without benefit of a course in bacteriology, which emphasizes principles of infection transmission, the germ theory, and the critical need for proper handwashing, one has established a recipe for infection. This is just the kind of problem the American Nurses Association (ANA) identified on page one of their position statement: "...concern that in virtually all health care settings, unlicensed assistive personnel are inappropriately performing functions which are within the legal practice of nursing" (Driever 37).

Cawley et al. included job descriptions from the Medical College

of Georgia Hospital because clear explanations of UAP duties are essential for their successful incorporation. The researchers found an association of role confusion with loss of morale and rising stress among health care team members. The utilization of multiple task training was not evaluated in terms of the lose of the benefit that accompanied the single task roles, frequent and repetitive task practice which increased efficiency and skill. How many times will the housekeeper take out the garbage versus draw blood? Which task will he/she become most skilled at? While there is mention of appropriate delegation there is no mention of appropriate outcome research or pilot studies or any other protection of standards.

Niedlinger et al. carried out an experimental study. The authors looked at changes occurring in a 560 bed medical center when Manthey's partnership model was introduced. A pilot study was done using four units: two as the control units and two as the experimental units. The UAP were paired with nurses after two days of classroom orientation. The education program planned for a two week unit orientation period and ten week clinical supervised practice. The tasks to be delegated were similar to those described in the Cawley study. The research team monitored the activities of the nurses and UAP. The results reported that personnel costs for both units increased with the increase for one of the experimental units being exactly twice that of the paired control unit. The explanation given was that patient population was not constant in terms of acuity. Interestingly, registry/contract nurse costs were reduced by 61% to 73% but overall costs rose. Unit quality audits reported a decline from 97% compliance with standards to 81% - 84% after implementation of the program. Knowledge, trust, communication and RN experience were cited as both a help and a hindrance to UAP - nurse working relations. The two factors underlined were that the role of the UAP and the delegation of tasks must be made clear to RNs. The supervision of UAP was reported as more burdensome than helpful by many of the nurses.

Lengacher et al. reported a collaborative study with nursing service administrators and a local college. A 35 bed unit was utilized for development of a model for care. Quality indicators included intravenous infection rates, medication errors, skin integrity, falls, and patient satisfaction. Indicators of productivity included cost reduction, documentation time, report time, and overtime reduction. Nurse satisfaction

was assessed by turnover rates, reports of staff, and retention rates. Multiskilled UAP were placed under the direction of RNs. Prior to the introduction of the new model, several classes per week were held with RNs to discuss the anticipated changes in the practice environment and the process of delegation of tasks to UAP. The education of the UAP included three weeks for fundamental skills, two days for respiratory therapy, one day for physical therapy, nine days for EKG and arrhythmia interpretation, two days for phlebotomy and two weeks of clinical practice. Patient - nurse ratios were able to be raised from five patients per nurse/UAP partnership, on the day shift, to seven patients per partnership (RN and aide). Similar changes occurred on the evening and night shifts. Costs remained constant with the new model. Nurse satisfaction was rated higher "because nurses were given a new career ladder" and had spent more time on "essential professional role activities". Findings in regard to delegation were similar to those of other studies, in that nurses needed more education to effectively carry out delegation of tasks to UAP even after preparatory classes. Nurses requested to be trained in the same EKG, phlebotomy etc. tasks as the UAP so that they could supervise them more efficiently. Finally, nurses needed more time with supervisors to discuss their feelings. Assessment of post intervention measures, e.g. infection rate, fall rate, errors, etc. were to be determined after the first year and were not available.

M. A. Blegen, D. I. Gardner and J. C. McCloskey carried out a survey of 1445 nurses across the USA. The survey was published in the April, 1991 American Journal of Nursing. While the population was self-selected it was large and represented nurses working in acute care hospitals and long term facilities. The nurses were positive in their responses to the need for assistive persons, citing heavy workloads. The responses were mixed on what should be delegated. The nurses were less conflicted about those tasks which they felt should not be delegated than those which should be frequently delegated. They cited obtaining lab data from computers, checking electrical equipment, changing wound dressings, and performing urinary catheterizations as reserved for nurses. Basic bedside care such as baths, linen changes, were easily agreed upon as able to be delegated, but confusion and disagreement occurred when EKG performance, answering pages, applying traction and other specialty tasks were discussed.

D. G. Huber, M. A. Blegen and J. C. McCloskey (1994) wrote a follow-up article describing the comments received with the AJN survey. A large number of nurses, 885 or 61%, wrote comments. Four major themes were included in the comments. One, confusion exists among nurses and UAP about which tasks should be delegated. Two, nurses stated that the UAP needed more education. Three, nurses stated that they need workload relief. Four, nurses voiced concerns about the quality of patient care when UAP were added to the staff. The summary idea was that "profession-wide policies for education, utilization, and regulation of assistive nursing personnel must be developed". The authors pointed to position papers written by the Tri-Council for Nursing, Joint Commission on Accreditation for Healthcare Organizations, American Hospital Association with the American Organization of Nurse Executives, National Council of State Boards, and the American Association of Critical - Care Nurses which offered similar concerns about the potential and actual inappropriate use of UAP.

A review of the literature by the British authors Dewar and Clark reported on changes in delivery of nursing care with "nurse helpers", an equivalent to UAP, replacing students as primary aides for nurses. Research relating to attitudes by Cole, Hardy, Pearson and Purdy found resistance to the introduction of increasing numbers of auxiliary workers. These studies were anecdotal in nature and as Chapman points out, revealed that the overwhelming feeling reported by RNs was anxiety. Specifically, RNs worried about which tasks to delegate to helpers while preserving patient safety.

Nurse helpers, on the other hand, interviewed by Cole were very enthusiastic about taking on expanded roles in patient care. These workers felt that they were capable or even currently doing the jobs in question. The study was small, twelve subjects, however, it pointed out that there was friction between nurses and helpers similar to the role conflict sometimes seen between nurses and doctors.

The Department of Health and Social Security of the United Kingdom reported that the nurse helpers made up one-third of the work force in health care. This staff mix is similar to that presently found in the USA in the west and south (Abts et al.; Belgen et al.). In both countries indirect services, (no patient care), housekeeping, diet aides, clerks etc. and basic care aides, who deliver basic patient care, e.g. bed baths

and bed making services, were well accepted, saved time for professional nurse activities, and caused little conflict or anxiety among health care workers and patients.

In Britain during the early 1990s there was a shift and expansion in job descriptions for nurse helpers toward more complex tasks which paralleled that seen and reported in the USA (Bolger). A study was carried out by Ball and Goldstone to ascertain quality of care with the new skill mix, (advanced helpers and nurses). This study looked at newer management systems for nursing, activity analysis and survey of opinions of RNs regarding the skill levels needed for the new helpers. One hundred ten skills were delineated and a survey was issued to eight health authorities. There was a 95% return rate. The results obtained demonstrated that 18% to 28% of nurses' time was spent on non-nursing tasks such as transport, errands, cleaning, etc. Speculation about nurses retaining non-nursing tasks included the comments by Menzies that nurses used non-nursing tasks to "cool off" or "reduce stress" associated with difficult nursing activities. The nurses observed in the study sought to retain traditional nursing actions such as medication administration and sterile procedures as well as all vital sign assessments, and collection of specimens, (75% agreement). Explanations by the subjects for not delegating low level tasks included the unidentified value of non-nursing tasks as camouflage for cognitive and psychological therapeutic actions on behalf of patients, providing opportunities for teaching and allowing for extensive data/assessment collection. This study while supplying some insight into task delegation, gave no information about quality of care achieved.

The British researchers acknowledged the limited results of their studies and identified the need for extensive investigation into the areas of organization of work roles, task delineation for helpers, and clearly stated training guidelines for helpers.

The major findings in this review of the literature: the kinds of tasks delegated to traditional and extended or non-traditional unlicensed assistive personnel; need for education of RNs in the areas of delegation of tasks and leadership; need for clear definition of UAP responsibilities; the belief of nurses that they should retain all complex tasks as well as those which allow contact with patients for data collection, support and teaching activities; and the need for longterm studies which focus

on patient care outcomes, costs, absenteeism, successful methods of RN delegation, and evaluation of the knowledge and performance of UAP.

PROBLEM STATEMENT

What traditional and non-traditional tasks do the faculty of the New Jersey Associate Degree Nursing Programs designate as inherently safe for registered nurses to delegate to unlicensed assistive personnel?

EXPECTATIONS

Taking the tasks reported in the literature, listed in local hospital job descriptions for UAP and the State Practice Act of North Carolina and pending Pennsylvania nurse practice legislation, a survey was constructed to seek faculty consensus on tasks which are inherently safe for registered nurses to delegate to UAP in situations where patient conditions are stable and predictable. The assumptions for the study were that the UAP were taught by registered nurses, that the decisions should be made on the basis of the complexity of knowledge inherent in the task itself and that the tasks:

1. were routinely performed in the daily care of the patient;
2. were clearly organized into an accepted sequence of steps;
3. were performed with the expectation of a specific, defined outcome;
4. did not require continuing or changing assessments or decisions which were beyond the task itself;
5. have been validated by the RN as within the abilities of the UAP (North Carolina Nurse Practice Act).

According to the literature those items listed as "traditional tasks" should be approved as safe for delegation by the majority of nurse educators. Those extended or "non-traditional" tasks which require understanding of the complex principles of medical-surgical asepsis, assessment, and safety, (emotional, mechanical, thermal and chemical) should be designated unsafe for delegation by a majority of nurse educators.

METHODOLOGY

The check-list survey of specific tasks appropriate for delegation to unlicensed assistive personnel was pilot-tested by twelve of the nursing program faculty at Bergen Community College. Revisions and additions were made to the survey which took the form of separating related items and clarifying tasks with descriptive terms.

The revised survey was distributed to each of the remaining thirteen Associate Degree Nursing Programs in New Jersey after seeking the cooperation of each program chairperson by telephone. See Appendix for cover letter, definitions and survey with raw scores.

The faculty population possesses the requisite knowledge and experience in the teaching and practice of nursing to make the judgments necessary. Furthermore, because ADN faculty teach psychomotor skills to the uninitiated learner, who usually holds only a high school education of variable vintage, and do not have economic or political ties with health care institutions and/or insurance companies, they are the population best equipped to address the survey with authority and objectivity.

While there is a similarity between the learners there is less similarity between the learning experiences of ADN and UAP students. The ADN student is exposed to supportive science courses which run concurrently or prior to the introduction of difficult skills; have multiple opportunities to practice with supervision in labs and hospital settings; have enriched learning environments with access to large libraries, films, computer programs and interactive videos, and the luxury of four or five semesters to master a similar list of skills. UAP learning takes place mostly "on the job" in clinical areas under the direction of preceptor RNs. The list of skills is similar, not comparable, because many hospitals do NOT allow nursing students, even under the direct supervision of experienced faculty, to perform any procedure related to venous blood drawing, anticoagulant blood assessments, access to, dressing changes of, or discontinuance of central lines. Yet UAP are expected to master these skills in a matter of weeks.

RESULTS

There were 104 surveys distributed and 48 were returned within four weeks time. The respondent population represented all thirteen community colleges and was comprised of 47 females and one male who ranged in age from 32 to 65 years with an average age of 45.3 and a median age of 48. Each major area of practice, medical-surgical (N = 22), pediatric (N = 9), obstetric (N = 9) and psychiatric (N = 8), was represented. All but one of the faculty possessed a Masters degree or greater the distribution indicating: one BSN, thirty-nine MA/MSN, seven Ph.D/Ed.D. and one non-respondent. Most of the respondents held professorial rank i.e. twenty-one assistant professors, eighteen associate professors, and three full professors, five instructors, and one not responding. Teaching experience reported ranged from 2 to 40 years with an average of 15.75 and a median of 15.5. Years of practice reported ranged from 3 to 40 with an average of 21.6 and a median of 19. This sample population represented senior faculty with the appropriate credentials and experience.

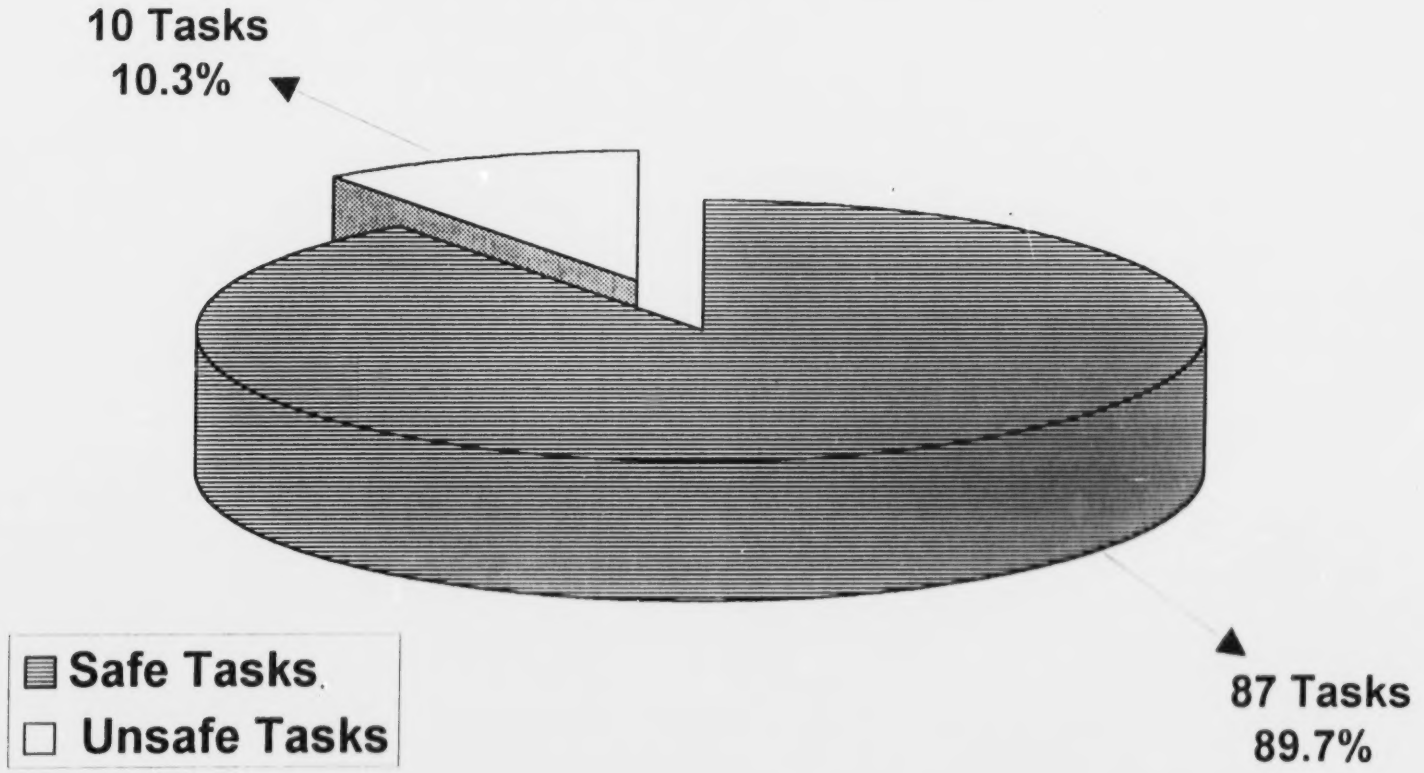
Responses to Traditional Tasks 1 - 97

Assuming a simple majority as the definition of a "safe task", (50% or greater "Yes" responses), and of an "unsafe task", (50% or greater "No" responses), the results were tabulated. The tasks found to be unsafe fell into two broad categories: assessment and safety with subgroups under safety being bacteriological, chemical, mechanical, and emotional. Because the data related to asepsis was so large they were culled out of the safety category.

Responses to the traditional tasks were highly positive, as expected. Faculty found very few tasks, a total of ten out of the 97, unsafe to delegate (see Exhibit A). Tasks which were found to be unsafe by a majority of respondents, with disapproval ratings between 50% and 79% were items: 35 and 36, which related to asepsis specifying emptying wound drainage from sterile drains, and items 91 and 92, changing dressings; tasks 38, 40, 41 related to instillation of tubes/fluids, and 84 and 87 requiring application of heat, could be considered mechanical and thermal safety hazards; the last task, 48, called for using assessment and asepsis when recording and measuring wound drainage (see Exhibits B and C). Two items,

Exhibit A

Distribution of Traditional Tasks



91 and 92 which specified decubitus care and dressings received the highest number of 'No" responses, 79.2%.

There was unanimous agreement upon twelve of the traditional tasks as safe to delegate: items 1, 2, 6, 7, 8, 9, and 14, all of which were unit supportive tasks and did not involve direct patient care; 22, aid in dressing and undressing patients; 51, transfer of patients to chair/stretcher; 63 and 64 checking side rails and answering lights; and 70, universal precautions, were related to basic assistive care for patients.

Forty-three Traditional tasks garnered 90% to 99% rates of approval. These included items: 3 - 5, 10, and 12 secretarial and supportive tasks; 15, and 18 - 20 tasks which fell under the label basic hygiene; 23 - 25, 27 and 28 nourishment activities; 29, 30, 34, 46, and 47 tasks related to helping patients with bathroom, bedpan, urinal elimination; tasks 50, 52 - 59, required moving patient in bed and around the unit; 66 - 69, and 73 tasks related to patient safety such as handwashing, CPR certification, etc.; and special procedure items related to assessing temperature, pulse, blood pressure, respirations, weights, etc., (items 74, 75, 77 - 79, 82, 88- 90, and 97). In total, 55 of the 97 traditional tasks were approved as safe by 90% to 100% of respondents.

Sixteen items received an approval of 75% to 89% : 11 and 13 secretarial tasks dealing with recording of doctors' orders and scheduling tests; 16, 17, 21, and 26 tasks related to baby bath, sitz bath, nail care and offering and restricting fluids; 31, 32, 37, 45, and 49 were tasks dealing with collection of specimens, hygiene, condom catheter application, recording output, and weighing diapers for output; 71 using hat, gown, gloves and masks for working in isolation areas; 80, 81, 83 and 95 tasks labeled special procedures requiring assessing adult/baby weights, reminding patients to cough and deep breathe, and application of support hose. These tasks resting in the top quartile were heavily weighted toward non-patient contact and excluded all complex tasks.

The items which fell between 50% and 74% approval were: 33, 39, 42 - 44 tasks requiring hygienic care of Foley/suprapubic catheter, administering a Fleets enema, and maintaining gastric suction equipment by draining apparatus and changing tubing tasks which require a greater degree of ability because accuracy of measurements are critical and dislodging of

Exhibit B

Traditional Tasks Designated Unsafe by The Majority: Asepsis & Assessment

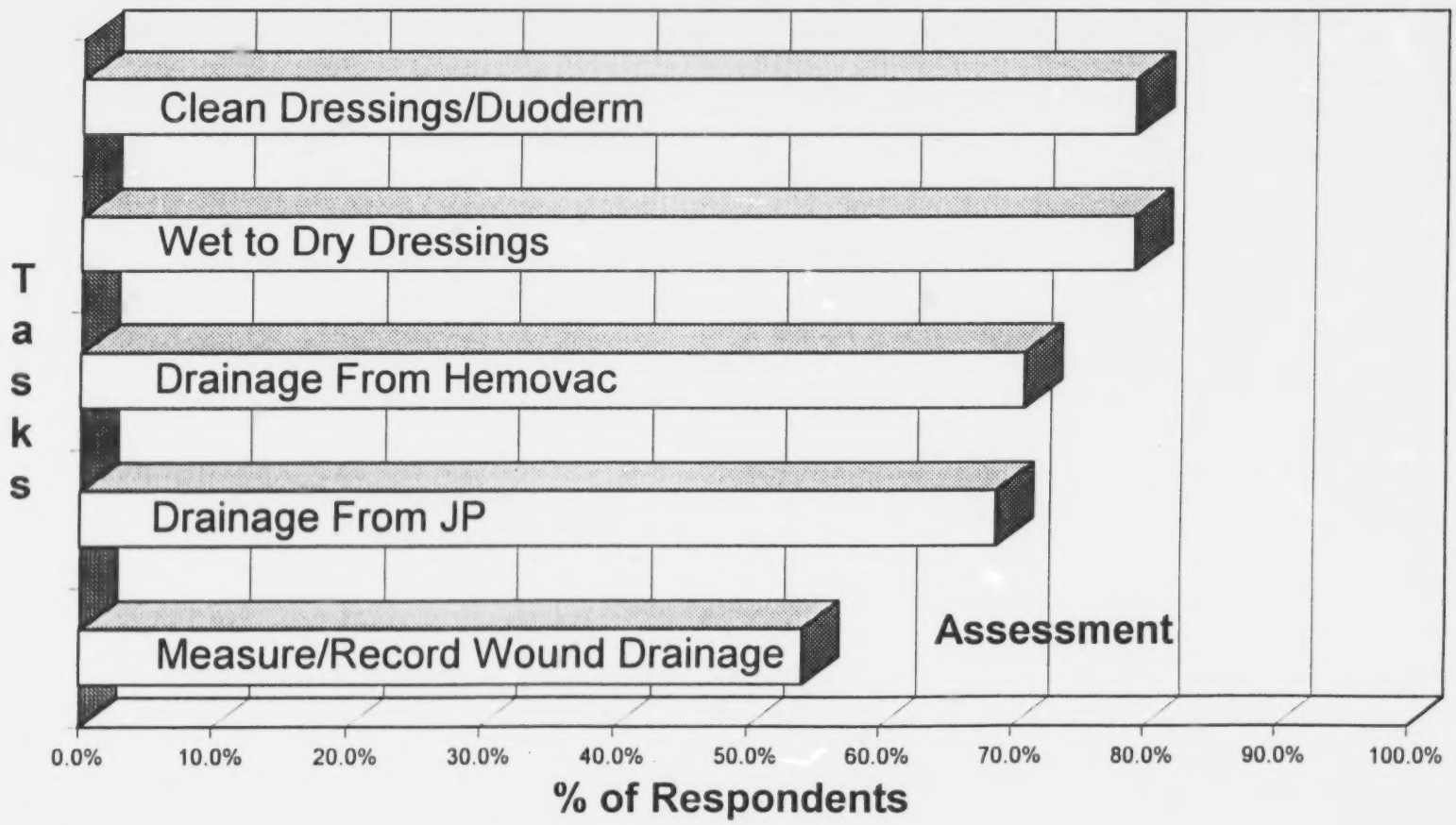
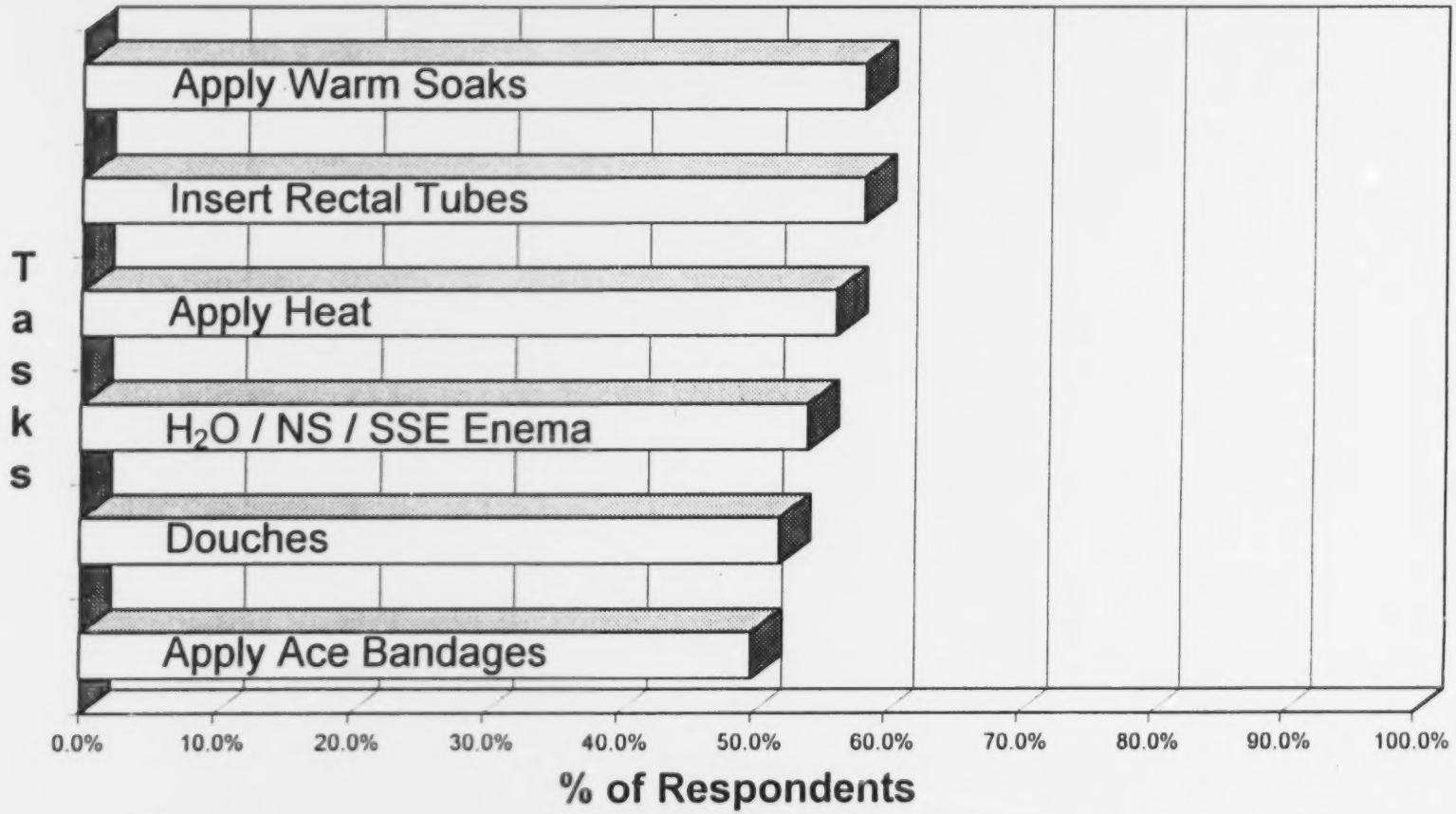


Exhibit C

Traditional Tasks Designated Unsafe by The Majority: Safety



tubing or drains must be prevented; 60 - 62 application of restraints, slings, venous compression devices and range of motion; 72 using sterile gloves which implied an isolation or sterile procedure; 76 assessing an apical pulse; 85 - 86 application of warm and cold; 93 - 94 skin prep for surgery, ace bandaging and 96 applying abdominal binders. Interestingly, a total of 87, or 90% of the traditional tasks were considered safe by a majority of respondents.

The tasks designated as safe are similar to those found with high approval in the literature. Those tasks determined as unsafe, with 50% or greater disapproval, could be described as requiring a greater degree of integration of principles of assessment, asepsis, and thermal, mechanical, and/or chemical safety. Comments added to the survey suggest that the respondents felt that many ordinary tasks required greater amounts of assessment because of the high acuity of even stable patients. One person asked: "Where are these stable, routine patient situations?" Another reminded: "Don't underestimate the real work of nursing, ongoing patient assessment."

Responses to Non-Traditional Tasks 98 - 150

The non-traditional items which were denoted as unsafe were enormous. A total of 46 tasks out of 53, 87%, were disapproved by 50% or more of the respondents, almost the exact opposite finding with the traditional tasks (see Exhibit D). Looking at the data one is struck by the accumulation of 20 tasks (40%) which received between 90% - 98% "No" designation by the respondents. Another 13 tasks languish in the 76% to 89% disapproval range. These tasks are displayed by category with asepsis being the largest grouping (see Exhibits E, F and G).

All nineteen items which fell under the heading asepsis (Exhibit E) were scored unsafe within the 71% to 98% range: items 106 - 111 care and suctioning of tracheostomies; 116, 118 - 121 requiring dressings and discontinuance of intravenous; 122 finger stick for capillary blood specimen to assess glucose level; urinary catheter instillation, irrigation and specimen collection; and dressings/irrigations of wounds. Faculty who wrote comments stated that all sterile procedures and most invasive procedures belonged in the hands of nurses.

Seventeen safety items (Exhibit F) were disapproved: 105 drawing

Exhibit D

Distribution of Non-Traditional Tasks

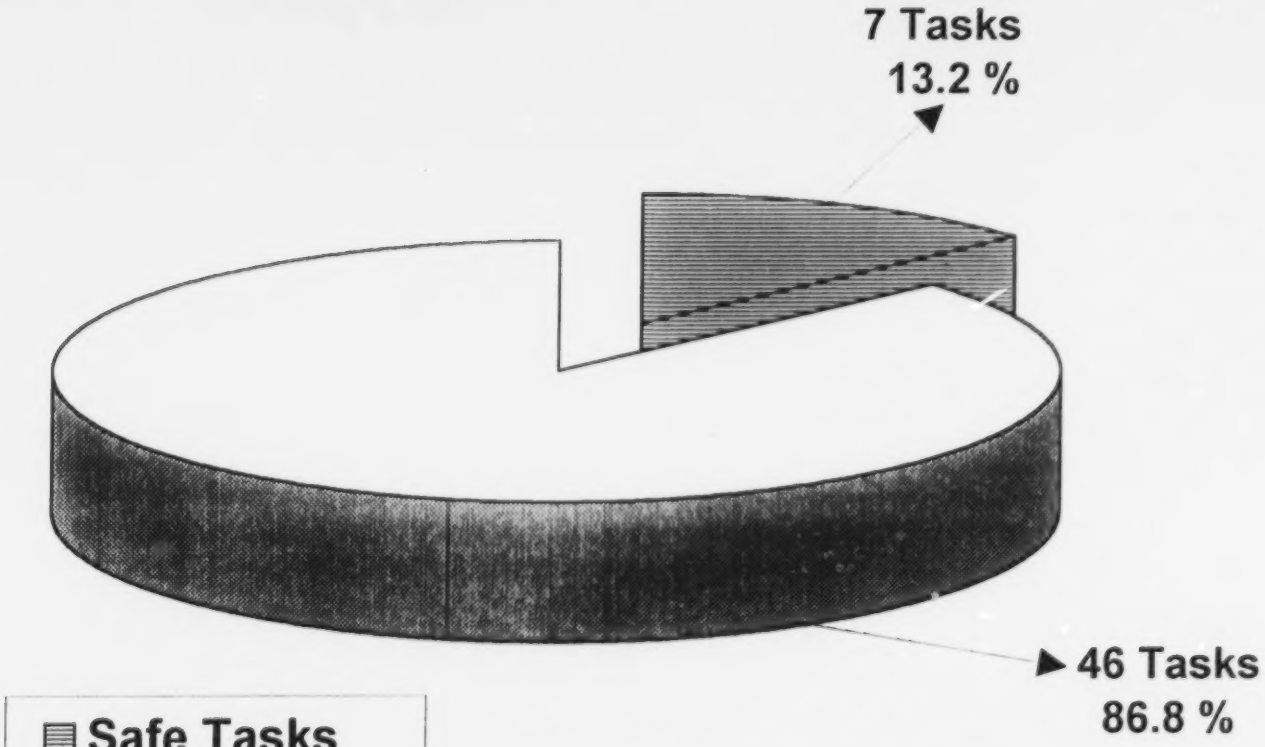
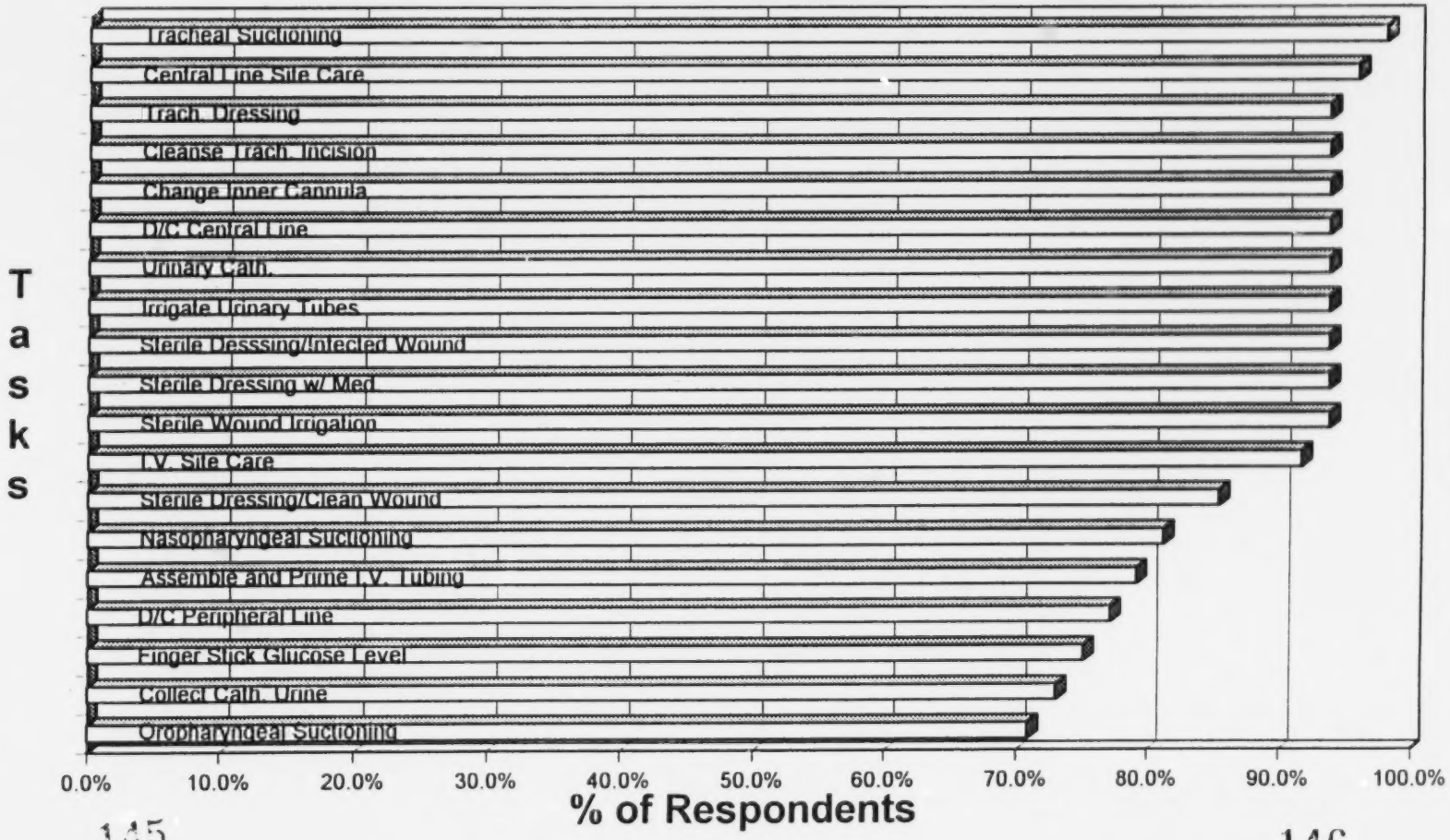


Exhibit E

Non-Traditional Tasks Designated Unsafe by The Majority: Asepsis



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146

venous blood specimens; 112, 113, and 115 relating to instillation of nasogastric and gastric tube feedings and the discontinuance of these tubes; 126 - 128 ostomy care/irrigation and removal of fecal impactions can be considered threats to mechanical safety; 129, 130, and 132 care and observation of anxious, suicidal and secluded patients can be considered threats to emotional safety; and 138 -143 relating to medication administration can be considered threats to chemical safety.

Ten items relating to assessment (Exhibit G) were found to be unsafe by the respondents. The monitoring of oxygen via pulse oximeter or flow gauge, intravenous flow rate, EKGs, items 99, 101, 102, 104, and 117, and those items related to assessments prior to medication, 145 - 150 were strongly rejected.

It is clear that nurse educators are aware that the largest threats to patients are hospital acquired infections, secondary to improper asepsis and poor patient immune responses, and emotional, chemical and mechanical trauma.

Comments surrounding some of the items such as medication administration, tracheal suctioning and care, and dressing applications for central lines were: "NEVER!"; "infections rates will soar'; and 'this is dangerous and will not work".

The highest approval rating recorded for a non-traditional task was 73% for item 144, RNs using UAP's report of patient's temperature as the basis for administering an antipyretic. In all only seven items of the 53 or 13.2%, fell above the 50% level of approval. These tasks were: 144 mentioned above; 98, 100 and 103 for setting up a pulse oximeter, oxygen equipment and applying/removing EKG leads, 102 measuring a blood pressure and 14 clamping NG/Foley tubes which require only minimal patient contact; and care of confused and restrained patient, a task which has been well established with psychiatric technicians, many of whom possess a college degree.

The results of this survey indicate serious problems, in the minds of seasoned faculty, as to the inherent safety of tasks now commonly being delegated by RNs to UAP.

To establish consistency within the survey those items related to surgical asepsis and medication administration were checked within the traditional and non-traditional lists to determine if respondents chose

Exhibit F

Non-Traditional Tasks Designated Unsafe by The Majority: Safety

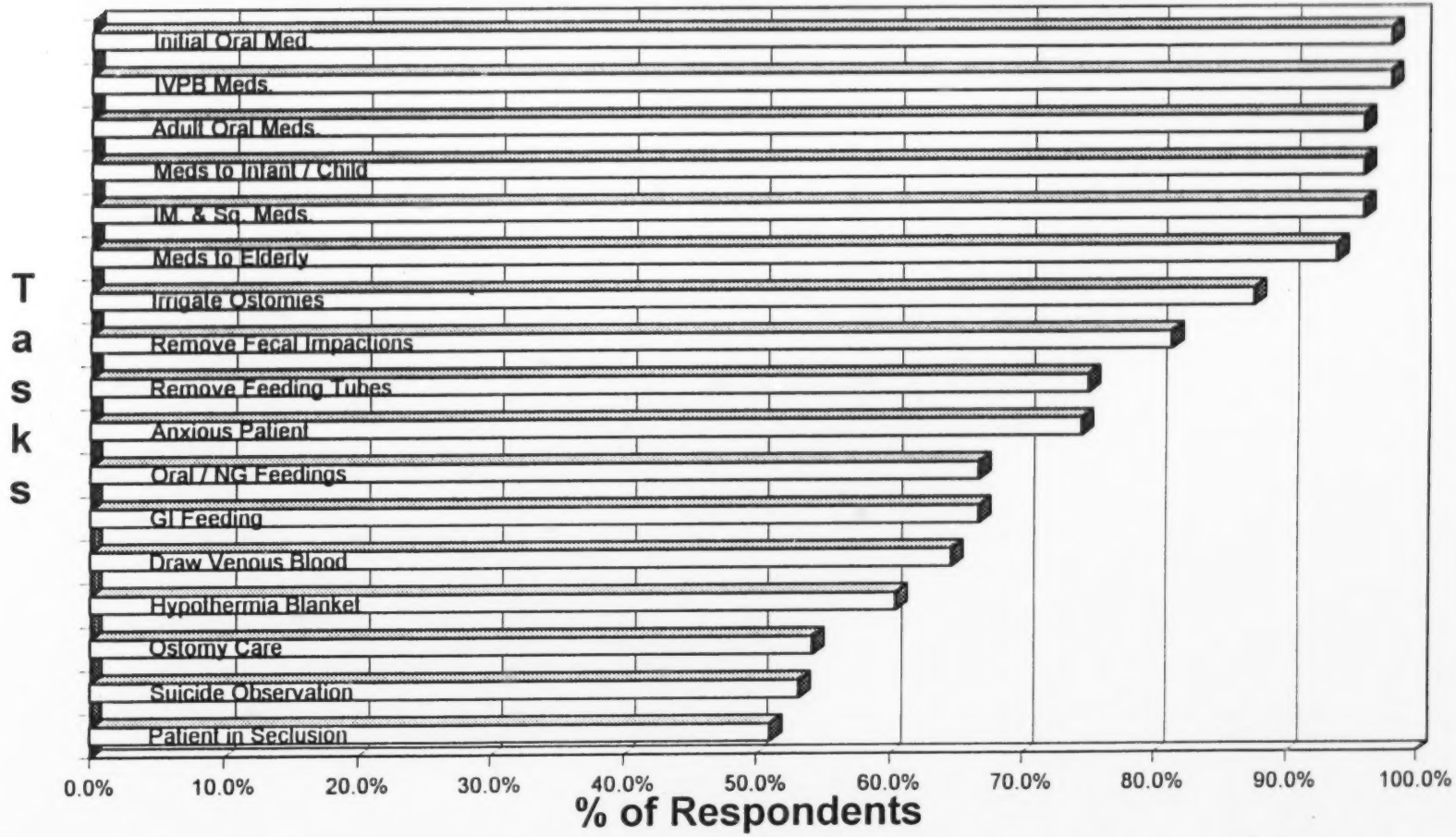
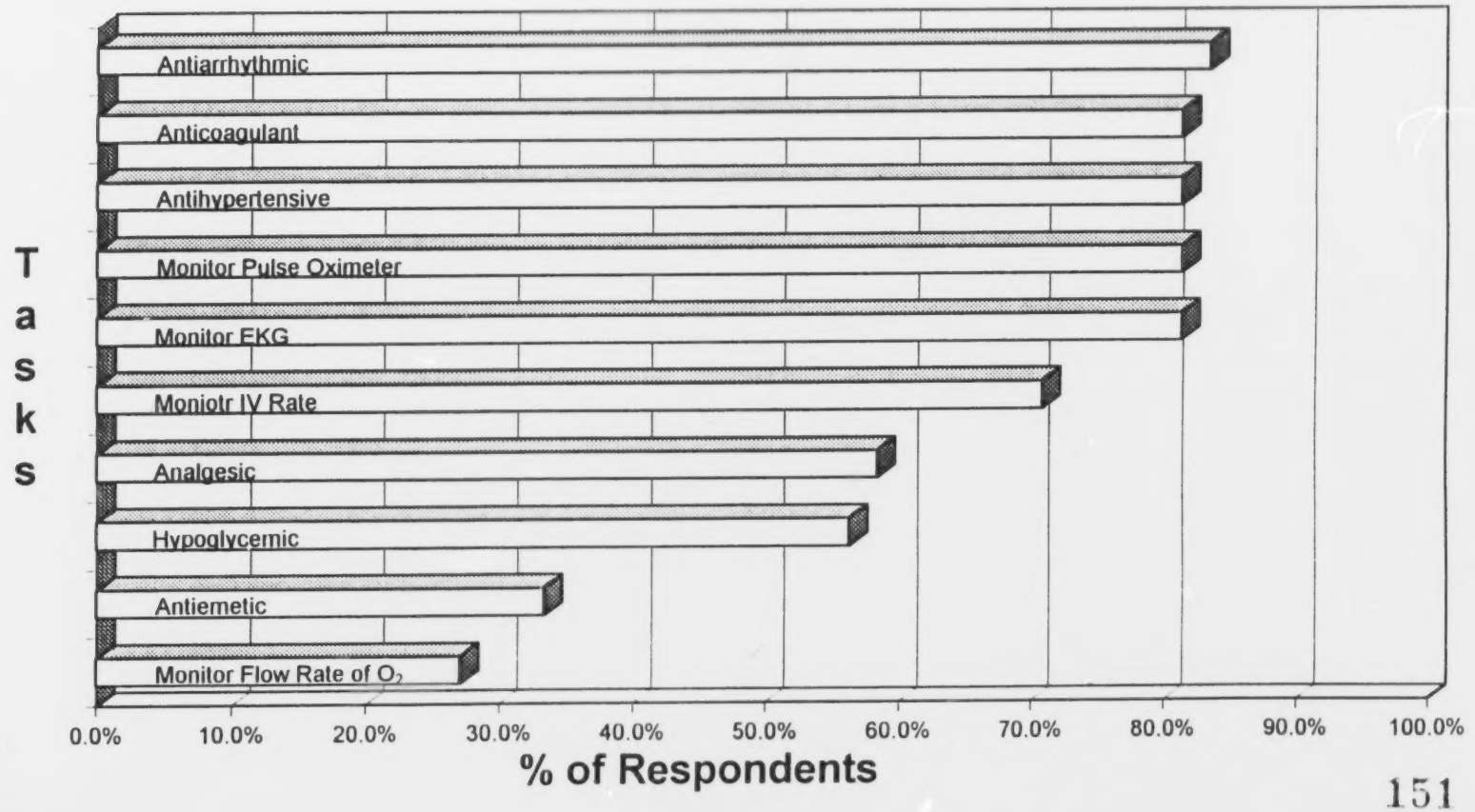


Exhibit G

Non-Traditional Tasks Designated Unsafe by The Majority: Assessment



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the identical response on similar items. The responses to sterile dressings and medication administration were uniformly negative. When the practice questions, 144, 145, 147, 148 and 150, which asked the respondents whether they would rely on vital signs reported by UAP when administering a medication, were analyzed many respondents considered it safe for the UAP to perform the tasks of temperature, radial/apical pulse, blood pressure, and finger stick for blood glucose but would NOT accept the measurement taken as the basis for their practice.

CHART 1.

	Practice Question:	Yes	No	Task:		Yes	No
144	antipyretic meds.	35	13	74	temperature	44	04
145	antiarrhythmic meds.	01	47	76	apical pulse	28	20
146	analgesic meds.	09	39	no corresponding task			
147	antihypertensive meds.	08	40	102	blood pressure	32	16
148	hypoglycemic meds.	14	34	122	finger stick blood glucose	12	36
149	antiemetic meds.	20	29	no corresponding task			
150	anticoagulant meds.	04	42	included within 150			

The reaction to the practice questions 146 and 149 was negative but respondents were more strongly against providing pain medication on the basis of UAP reports then for accepting the description of symptoms of nausea before administering an antiemetic. When administering drugs the respondents would perform their own assessments. This is an indication that even when UAP are directed to carry out assessment tasks they will not diminish the work of RNs. In fact, several (4), respondents reported anecdotal incidents within their comments describing incorrect vital sign assessments performed by UAP. These are the kinds of questions regarding practice which professionals must address. If vital signs reported by UAP are not acceptable for practice they should not be delegated. A clear description of UAP functions must be written by nurses and administrators and ongoing assessments and corrective education for UAP performance must be routinely carried out.

Responses to ancillary questions, 151 - 159 were thought provoking. Thirty-five of the 48 faculty respondents reported that they have first

hand experience with UAP. One reported that she had more time to supervise her nursing students than to supervise her technical partners at work which she concluded was an inadequate situation not to her liking. Another, contributed that several students held positions as UAP and had multiple horror stories to tell.

Many of the faculty, 27 or 56%, felt that UAP should be certified and 31 or 65% desire state registration of UAP. Almost all respondents, 41 or 86%, were in favor of program evaluation by objective, out of institution evaluators, such as the National League for Nursing and State Boards of Nursing.

In response to the question about placing one year certificate programs for UAP education within community colleges twenty-two said yes and eighteen said no. Several people, eight, wrote that they thought six months is a more appropriate amount of time and two people said certification, registration and/or college was "too good" for the UAP, indicating a degree of hostility.

Summary comments on the survey from faculty underscore the stark findings. A total of thirty-six or 76% of the respondents wrote comments within the body of the survey or at the end in the comment area. Most voiced alarm at the expanded role, complained about the inadequacy of training the UAP received, demanded that our professions set standards for performance, and wondered at the integration of these six week wonders when the patient acuity has risen sharply while the length of patient stays has dropped.

One respondent was in favor of unlicensed personnel. She was also in favor of eliminating diploma and associate degree education stating that it is ridiculous for ADN to manage units and suggested that the ADN become the Licensed Practical Nurse. Six respondents pointed out that the LPN and ADN nurses were specifically educated to be the technical assistive personnel for RNs. In the literature, Manual and Alster also argue that the Associate Degree Nurse (ADN) was the one educated to take the role of assistant to the baccalaureate prepared nurse (BSN). Other educators, Forsey, Cleland and Miller, agree and call upon health care employers to utilize the ADN graduate according to the role described by Montag rather than creating positions for less skilled workers. The advantages for using the ADN are that there is a clear, established role; the ADN is licensed; and the ADN has a well established record in nursing

practice. The disadvantages of using UAP is that nurses are not well educated in delegating to and supervising UAP; the time needed to supervise UAP may be more than anticipated and increase the stress on the nurse who must be responsible for greater numbers of patients. Most importantly, nurses and nurse educators, judging by the Blegen, Ball and Goldstone studies and this survey, do not trust UAP to carry out the assigned tasks safely and express anxiety at being forced to delegate when patient assignments are increased.

Conclusions and Recommendations:

The challenge for nursing is to clearly delineate those tasks which are safe to delegate to UAP, incorporate decision models for practice within nursing education, require oversight of the education and practice of UAP, set limits on the utilization of UAP, work for establishing safe patient - nurse ratios within acute and long-term care situations, and assiduously seek creative and effective health care cost reductions.

A firm and united presentation by the nursing profession regarding the education of UAP and the integration of UAP within the health care system is essential because if nurses don't set the standards an administrator or managed care executive will. Rezler and Stevens (10), nurse educators, write that in general there are "many difficulties in obtaining agreement among educators regarding educational objectives". Judging by this survey and the literature there is a great deal of consensus among working RNs and nurse educators; traditional aides are welcome UAP are not. This consensus is empowerment for nurses because they are the only ones, by law, who can delegate nursing tasks.

Rezler and Stevens (10) continue; ...in order to provide acceptable and cogent objectives for any program of learning "all persons involved", students, educators, employers, consumers and managers/evaluators must be included in the process of setting goals. Therefore, nurses must enlist the help of the patient consumer, public officials, regulating organizations, as well as other health care professionals so that programs for education of all health care personnel is productive, safe and appropriate.

Community colleges are in an excellent position to respond to the changing community needs for restructured allied health educational programs.

Task forces within the college comprised of allied health educators and community advisors can formulate continuing education programs and flexible curricula which include management, leadership and multiple skills training so that students and graduates of nursing and allied health programs can be equipped with the information and skills needed for the changing work world.

By working in association with community and educational leaders, the message that patient care carried out by unlicensed, under-educated people is a dangerous and more costly proposition than looking for cost controls in other areas, can be communicated directly.

The recommendations gleaned from the literature and survey results also suggest that a great deal of empirical and observational research is needed to evaluate educational programs which utilize "on the job" training for UAP, and patient outcomes where UAP are providing care. Hospitals and managed care executives must prove to the public that: infection rates will remain low when unlicensed persons perform sterile procedures; early discharge and limited time with nurses will not increase readmissions to the hospital because of inadequate self-care; costs are reduced when training costs and high rates of absenteeism and turnover for UAP are factored into budgets; and patients entering the hospital can expect to spend a reasonable amount of time with their primary nurse, each shift, because the nurse-patient ratio is appropriate and not the 15 or 17 to one described in the management literature.

Nursing professionals relying on studies in the nursing literature which point to positive outcomes associated with high proportions of RN staff as measured by decreased mortality rates and fewer complications during hospitalization (Hartz et al. Krakauer et al., and Mitchel et al.), oppose the introduction of large numbers of UAP. They argue that if the hospitals and managed care firms truly desire flexible, high quality, multiskilled professionals the answer is not to employ untrained individuals but to utilize the traditional aide LPN, ADN, BSN and other allied health professionals according to the roles for which they have been educated. New tasks can be introduced according to each worker's educational preparation and abilities.

As this writer sees it, if nurses are replaced by UAP there are two tragedies in the making: one, the lowering of patient care standards and

two, the emotional and economic exploitation of the UAP who are assigned to carry out complex tasks after only eight weeks of education. Who will console those patients, families and UAP when things go terribly wrong? Don't count on the bottom line money managers because they'll cut their losses and run.

The nursing profession has a duty to monitor changing roles within health care systems and to draw the line to ensure safe patient care. So, raise the flag, beat the drums, write letters, make speeches, join forces with your fellow nurses and get the message out to the world, that the bottom line for nurses is safe and economical health care. Nurses must organize so our profession's voice is clear. Use the words of Florence Nightingale: **"...there is no such thing as amateur nursing" (Montiero).**

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APPENDIX

Jane Pamela Meehan
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07450
(201) 447-1214

Dear Colleague;

These are difficult times for the nursing profession. In response to economic pressures health care administrators throughout the country are employing Unlicensed Assistive Personnel (UAP) in direct replacement of registered nurses (RN). Reading the management journals one can see the goals clearly stated: reduction in RNs to 40% to 60% of staffs from 70% to 80%.

Currently the National Council of State Boards of Nursing is conducting a survey of its members requesting the members input on appropriate tasks to delegate to UAPs by RNs. It is my contention that nurse educators, who have no economic relationship and less political ties with clinical agencies, should be the population which establishes guidelines for the delegation of tasks to UAPs.

The survey enclosed is based upon those skills designated as traditional and non-traditional or extended in the literature. The results of this survey will be shared with the New Jersey State Board of Nursing. The data will inform educators who will be designing learning modules for nursing students relative to the safe delegation of tasks to UAPs.

Please spend the 20 - 30 minutes necessary to fill out the enclosed questionnaire. I have enclosed a stamped, self-addressed envelope for your convenience. The deadline for my research is in May so a quick response is essential.

I thank you in advance for your help. The results of the study will be made available upon request.

Very truly yours;

Jane Pamela Meehan
Associate Professor
Bergen Community College
400 Paramus Road
Paramus, New Jersey 07652
(201) 447-7181

April, 1995

DEFINITIONS FOR SURVEY:

Unlicensed Assistive Personnel: individuals who may be entitled aid, technician, orderly etc. These persons are unauthorized to perform nursing actions unless delegated by a registered nurse. The educational programs for unlicensed personnel is not uniform but usually consists of six to eight weeks of training. Basic educational requirements for the unlicensed assitive position is a high school degree or equivalent. Abbreviation UAP.

Registered Nurse: a licensed professional nurse who may delegate nursing tasks to an individual who is known to possess the knowledge and skill to carry out the task safely. The registered nurse is responsible and accountable for all nursing care rendered and for the supervision and evaluation of the individual performing the task. Abbreviation RN.

Registered Professional Nursing: According to the New Jersey Nurse Practice Act (pg. 16) "...professional nursing is defined as diagnosing and treating human responses to actual or potential physical and emotional health problems, through such services as casefinding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimen as prescribed by a licensed or otherwise legally authorized physician or dentist. Diagnosing in the context of nursing practice means the identification of and discrimination between physical and psychosocial signs and symptoms essential to effective execution and management of the nursing regimen. Such diagnostic privilege is distinct from a medical diagnosis. Treating means selection and performance of those therapeutic measures essential to the effective management and execution of the nursing regimen. Human response means those signs, symptoms and processes which denote the individual's health need or reaction to an actual or potential health problem."

Knowledge: cognitive and psychosocial abilities necessary to complete a delegated task successfully and safely. This implies formal education and evaluation by a registered nurse educator.

Skills: psychomotor abilities necessary to carry out a delegated task successfully and safely. This implies formal education, practice and evaluation by a registered nurse educator.

Delegation: directing a UAP to carry out a specific task which the nurse defines, supervises, evaluates. It is the responsibility of the nurse to know that the task delegated is within the UAP's ability. The nurse is accountable for all care rendered by the UAP.

Supervision: guidance and support provided by a qualified registered nurse so that a UAP can accomplish an assigned task. This implies clear directions to initiate and complete any task delegated; checking periodically on the task performance; inspection of the completed task; and evaluation and corrective education of the UAP when necessary. The registered nurse remains accountable for all nursing care rendered and must establish a continuing evaluation process for those UAPs supervised.

Accountability: Being legally liable or answerable for an action.

APPENDIX

NURSING TASKS WHICH ARE SAFE TO DELEGATE TO UNLICENSED ASSISTIVE PERSONNEL: A Survey of Associate Degree Nursing Program Educators in New Jersey

Directions: Please designate by placing an X in the **Yes** or **No** column those tasks which you consider **safe** to delegate to an unlicensed assistive person (UAP). According to the Nurse Practice Act registered nurses are responsible for all nursing care provided to patients even those delegated to others. When making your decisions choose tasks on the basis of the complexity of knowledge inherent in the task itself.

Assume for this study that all tasks are taught by a registered nurse during a training program and that those tasks delegated:

1. are routinely performed in the daily care of the patient;
2. are clearly organized into an accepted sequence of steps;
3. are performed with the expectation of a specific, defined outcome;
4. do not require continuing or changing assessments or decisions which are beyond the task itself;
5. have been validated by the RN as within the abilities of the unlicensed person.

Comments are welcome.

RAW SCORES

TASK DESIGNATION:	Yes	No
I. Traditional Assistive Role		
A. Non-Patient Activities:		
1. bed making	Yes 48	No 00
2. clean patient unit post discharge	Yes 48	No 00
3. stock patient supplies	Yes 47	No 01
4. clean halls, floors, surfaces etc.	Yes 46	No 02
5. stock towels, soap, in unit storage areas	Yes 46	No 02
6. remove soiled linen and trash	Yes 48	No 00
7. transport specimens to lab	Yes 48	No 00
8. obtain equipment for unit	Yes 48	No 00
9. secretarial maintenance of charts eg. file reports etc.	Yes 48	No 00
10. secretarial recording TPR, I & O, Weight	Yes 47	No 01
11. secretarial transcribing of orders from chart which will be checked by RN	Yes 41	No 07
12. answer phone except for doctor orders	Yes 46	No 02
13. schedule tests etc. for patients	Yes 41	No 07
14. direct visitors on the unit	Yes 48	No 00
B. Patient Care:		
Hygiene:		
15. administer bed bath - adult	Yes 45	No 03
16. administer baby bath	Yes 38	No 10
17. administer sitz bath	Yes 38	No 10
18. administer tub bath	Yes 45	No 03
19. administer oral care	Yes 46	No 02
20. administer hair care/shampoo	Yes 47	No 01
21. administer nail care	Yes 43	No 05
22. assist with dressing/undressing	Yes 48	No 00

TASK	DESIGNATION:	Yes	No
Nutrition:			
23. deliver trays		Yes 47	No 01
24. assist with feeding		Yes 46	No 02
25. record intake		Yes 45	No 03
26. offer fluids/restrict fluids		Yes 42	No 06
27. offer between meal snack/fluids		Yes 47	No 01
28. collect menus		Yes 47	No 01
Elimination:			
29. assist to bathroom/commode		Yes 47	No 01
30. assist with bedpan/urinal		Yes 47	No 01
31. collect routine specimens		Yes 42	No 06
32. administer perineal care		Yes 42	No 06
33. administer foley/suprapubic catheter care		Yes 27	No 21
34. empty drainage from foley bag		Yes 43	No 05
35. empty wound drainage from Jackson-Pratt		Yes 15	No 33
36. empty wound drainage from Hemovac		Yes 14	No 34
37. apply Texas catheters		Yes 38	No 10
38. administer tap water/saline/SSE		Yes 22	No 26
39. administer Fleets enema		Yes 29	No 19
40. administer douches		Yes 23	No 25
41. insert rectal tubes		Yes 20	No 28
42. maintain gastric suction - set up equipment		Yes 31	No 17
43. maintain gastric suction - change tubing		Yes 29	No 19
44. maintain gastric suction - empty drainage		Yes 32	No 16
45. measure/record emesis		Yes 41	No 07
46. measure/record stools		Yes 43	No 05
47. measure/record urine output		Yes 44	No 04
48. measure/record wound drainage		*Yes 21	No 26
49. weigh diapers/dressing to obtain output		Yes 38	No 10
Mobility:			
50. turn and position patients		Yes 44	No 04
51. transfer patient to chair/stretcher		Yes 48	No 00
52. use slide boards		Yes 45	No 03
53. use pull sheets		Yes 46	No 02
54. use mechanical lift devices		Yes 43	No 05
55. get patient out of bed after initial time		Yes 47	No 01
56. walk patient with aids after patient received instruction/supervision/practice with walker		Yes 47	No 01
57. walk patient with cane(s)		Yes 44	No 04
58. walk patient with brace(s)		Yes 44	No 04
59. walk patient with crutches		Yes 43	No 05
60. perform range of motion exercises		Yes 30	No 18
61. apply sling		Yes 32	No 16
62. apply venodine boots		Yes 31	No 17
Safety:			
63. check/place side rails up		Yes 48	No 00
64. answer/place patient call lights		Yes 48	No 00
65. apply restraints		Yes 25	No 23
66. hold certification CPR/basic life support		Yes 46	No 02
67. hold certification Heimlich maneuver		Yes 47	No 01
68. perform appropriate handwashing		Yes 47	No 01

* Denotes one or more omitted responses.

TASK	DESIGNATION: Yes	No
Safety cont.:		
69. appropriate use of clean gloves	Yes 47	No 01
70. employ Universal Precautions	Yes 48	No 00
71. isolation: use of hat, mask and gown	Yes 41	No 07
72. sterile gloves	Yes 27	No 21
73. dispose of soiled equipment	Yes 46	No 02
Special Procedures:		
74. assess and record/report temperature (oral, rectal, axillary)	Yes 44	No 04
75. assess and record/report radial pulse	Yes 45	No 03
76. assess and record/report apical pulse	Yes 28	No 20
77. assess and record/report respirations	Yes 45	No 03
78. assess and record/report height	Yes 46	No 02
79. assess and record/report weight	Yes 46	No 02
80. assess weight using a baby scale	Yes 42	No 06
81. assess weight using bed scale	Yes 42	No 06
82. assess weight using standing/chair scale	Yes 45	No 03
83. remind patient to cough and deep breathe	Yes 40	No 08
84. apply warm soaks	Yes 20	No 28
85. apply aqua-K pad (temp. set by RN)	Yes 26	No 22
86. apply ice bag/compress	Yes 30	No 18
87. apply heating pad/hot water bag	Yes 21	No 27
88. provide backrub/skin massage	Yes 45	No 03
89. apply specific creams to intact skin	Yes 43	No 05
90. apply sheepskin/air mattress to bed	Yes 45	No 03
91. decubitus care - clean dressings/duoderm	Yes 10	No 38
92. apply wet to dry dressings	Yes 10	No 38
93. perform surgical skin prep/scrubs	Yes 32	No 16
94. apply support/ace bandages	Yes 24	No 24
95. apply TED stockings	Yes 39	No 09
96. apply abdominal binder	Yes 33	No 15
97. provide Postmortem care	Yes 43	No 05
II. Non-traditional Extended Assistive Role		
Oxygen:		
98. apply pulse oximeter	Yes 30	No 18
99. monitor pulse oximeter	Yes 09	No 39
100. set up oxygen equipment/wall units	Yes 34	No 14
101. monitor flow rate of oxygen	Yes 21	No 27
102. assess blood pressure	Yes 32	No 16
103. apply/remove EKG leads	Yes 34	No 14
104. EKG readings/tracing/monitoring	Yes 09	No 39
105. draw venous blood specimen	Yes 17	No 31
106. perform oropharyngeal suctioning	Yes 14	No 34
107. perform nasopharyngeal suctioning	Yes 09	No 39
108. change tracheostomy dressing	Yes 03	No 45
109. cleanse tracheostomy incision	Yes 03	No 45
110. change inner cannula	Yes 03	No 45
111. perform tracheal suctioning	Yes 01	No 47
Nutrition:		
112. perform oral/nasogastric feedings (placement verified by RN)	Yes 16	No 32

TASK	DESIGNATION: Yes	No
Nutrition cont.:		
113. perform gastrostomy feedings	Yes 16	No 32
114. clamping tubes (foley, N.G, G.I.)	Yes 27	No 21
115. remove oral/nasogastric feeding tubes	Yes 12	No 36
116. I.V. fluid - assemble and prime tubing	Yes 10	No 38
117. monitor flow rate of I.V. infusion	Yes 09	No 39
118. I.V. site care/dressing - peripheral line	Yes 04	No 44
119. I.V. site care/dressing - central line	Yes 02	No 46
120. discontinue peripheral line	Yes 11	No 37
121. discontinue central line	Yes 03	No 45
122. do finger stick for capillary glucose level	Yes 12	No 36
Elimination:		
123. perform urinary catheterization	Yes 03	No 45
124. irrigate urinary tubes	Yes 03	No 45
125. obtain sterile urine specimen from catheter	Yes 13	No 35
126. perform ostomy care	Yes 22	No 26
127. irrigate ostomies	Yes 06	No 42
128. break-up/remove fecal impactions	Yes 09	No 39
Psychosocial:		
129. care for acutely anxious patient	*Yes 12	No 35
130. care for patient on suicide observation	*Yes 22	No 25
131. care for confused patient in restraints	*Yes 27	No 20
132. care for patient in quiet room/locked seclusion	*Yes 23	No 24
Special Procedures:		
133. set-up/apply hypothermia blanket	Yes 19	No 29
134. apply sterile dressing/clean 48 hour old wound	Yes 07	No 41
135. apply sterile dressing/an infected wound	Yes 03	No 45
136. apply sterile dressing/complex wound/with medication	Yes 03	No 45
137. irrigate sterile wound	Yes 03	No 45
138. administer adult oral, routine, meds	Yes 02	No 46
139. administer an initial oral med	Yes 01	No 47
140. administer meds to infant/child patients	Yes 02	No 46
141. administer meds to elderly patients	Yes 03	No 45
142. administer IM. and Sq. meds	Yes 02	No 46
143. administer IVPB meds via peripheral line	Yes 01	No 47

III. Nursing practice questions

A. When administering the following drugs would you use a UAP's assessment in place of your own? Place a Yes or No next to each drug category.

144. antipyretic (temperature)	Yes 35	No 13
145. antiarrhythmic (apical rate and/or EKG)	Yes 01	No 47
146. analgesic (description of pain)	Yes 09	No 39
147. antihypertensive (blood pressure)	Yes 08	No 40
148. hypoglycemic (finger stick glucose)	Yes 14	No 34
149. antiemetic (complaint of nausea/vomiting)	Yes 20	No 28
150. anticoagulant (testing of blood for activated thromboplastin time with unit machine)	*Yes 04	No 42

* Denotes one or more omitted responses.

B. Educational Questions

151. Do you have a module in your curriculum which addresses delegation of tasks to UAPs? Yes 1 No 12

If yes please describe briefly.

One school has a module, two are planning a module and the rest do not have one.

152. Do you teach leadership principles to your students?
Yes All No

If yes please describe briefly.

All schools have a module which includes leadership and descriptions of primary nursing.

153. Do you teach primary and/or team nursing models in your program?
Yes All No

If Yes please describe briefly.

All thirteen schools teach primary model.

154. Are any of the agencies your program utilizes for student affiliation employing unlicensed assistive personnel/patient care technicians?
*Yes 35 No 10

If yes please describe briefly.

Mix of traditonal aids with UAP.

155. Who should teach the unlicensed assistive personnel/patient care technicians? (select all who you deem appropriate)

RN 23 RNC 21 BSN 30 MSN 34 Other 02

Other = anyone who can teach psychomotor skills well.

156. Should there be national certification for UAPs?
*Yes 27 No 17

Several (3) said we don't want them!"

157. Should there be registration of UAPs by each state?
*Yes 31 No 10

Several (5) said too expensive or too high an honor!

158. Should there be accreditation of learning programs for UAPs with oversite by State Boards of Nursing and NLN? Yes 41 No 07

159. Would you favor a one year certificate program within your community college? *Yes 22 No 18

Several (8) stated it should be no longer than 6 months.

IV. Demographic Data

160. Age: Range: 32 - 65; Average age: 45.3 Median age: 48

161. Sex: Male: 1; Female: 47

162. Faculty Rank: Instructor: 5; Asst. Prof.: 20; Assoc. Prof.: 18 Prof.: 4. *One no response.

163. Highest Degree earned: BSN: 1; MA/MSN: 39; Doctorate: 7; *one no response.

164. Area of concentration - teaching: Med/Surg 22; Peds 9; Obs 9; Psych 8; Total N = 48.

165. Area of concentration - practice: All areas were represented along with subspecialties: orthopedics; ICU, Home Health, and emergency.

166. Years of teaching nursing: Range: 2 - 40 Average: 15.75 Median: 19.

167. practice: Range: 3 - 40 Average: 21.6 Median: 19.

V. Comments:

A SMALL EXAMPLE OF REVERSE DISCRIMATION

Ruth D.O'Dell

County College of Morris

INTRODUCTION

"A Small Example of Reverse Discrimination" seems a relevant and timely topic in the Spring of 1995: Debate of affirmative action pros and cons is ongoing; polarities and attempts at reassessment abound in our land. But, the topic's timeliness is not central here. Rather, I chose this topic because it related to my studies last semester; and because it fell squarely within my known and immediate world of the community colleges of New Jersey. Also, to someone with a taste for mathematical precision, its interesting smallness and apparent neatness had great appeal.

As with most human events, this endeavor of mine has expanded: in material, in time, in scope, in depth. It remains to be seen whether the expansion is a matter of becoming more complex or just more complicated!

Initially, my intention was to use solely published, hence very public, sources for exploration. The case --- Walter E. Kimm, III, Complainant v. Brookdale Community College, et al., was initiated by complaints Kimm filed with the Division on Civil Rights. It proceeded through referral to and hearings by the Office of Administrative Law, and terminated with the eventual awarding of damages to Kimm by the Director of the Division on Civil Rights.

In my search for published material (e.g., newspaper articles) and for less easily available public documents (e.g., an affirmative action report, submitted by Brookdale Community College to the no longer existent Department of Higher Education), I began to talk with all sorts of people who were involved with the case in one way or another. And so, to library research alone, there has been added the seasoning of many conversations.

PRELIMINARIES

Brookdale Community College has consistently sought to make diversity and the absence of discrimination high priorities within the academic, social, and cultural community that is the heart of the County College of Monmouth.

On September 17, 1987, The Brookdale Community College Board of Trustees approved the affirmative action plan entitled **Brookdale Community College Program to Eliminate Barriers to Affirmative Action.** It was this document that was *"submitted to Dr. T. Edward Hollander, Chancellor, New Jersey Department of Higher Education"*, and which remained in effect until June of 1990. Subject to its 1990 revision, with added statistical data, it became the **Program to Eliminate Barriers to Affirmative Action** at Brookdale, and remains in effect today.

The document operant during the initial phase of the Kimm case was very similar to its successor; and each contained goal/timetable percent projections and listings by class, for every employee category, with the county standard percent clearly displayed. The charts illuminated the discussion in the document's Policy Statement: *"Goals and timetables have been developed in an attempt to develop a staff which is reflective of the county work force."*

Well before September 1987, Brookdale's Affirmative Action Office had worked on a set of written guidelines, the **Standard Selection Procedure** (P-7)* , intended to be an *"equitable and non-discriminatory"* listing which details each step of the process to be followed in hiring. They believed this **Standard Selection Procedure** to be a key document: often referred to; frequently fine-tuned and disseminated afresh; prominently featured in the two Brookdale affirmative action plans. It must be noted that the *"procedure is offered as technical assistance in filling of vacant positions"* and is *"designed to assist both the screening committee and the supervisor in selecting the most suitable and qualified candidate."*

---

* Please see Appendix II: P-1 through P-16, R-1 through R-4 are Documents in Evidence from the hearing documented in TA and TB.

The Affirmative Action Office announced that the document constituted "*an attempt to conform to Affirmative Action requirements in taking positive (affirmative) steps to overcome the effects of past and/or unintentional discrimination. Affirmative Action occurs by ensuring that the practices of those responsible in matter of employment are non-discriminatory and ensuring that additional efforts to recruit, hire, and promote qualified members of groups who were formerly excluded from the job market are made.*"

Let us examine the six closely spaced pages devoted to the **Standard Selection Procedure** in the 1987 affirmative action plan. Here, the importance of documentation is cited and specific selection steps are listed. There are descriptions of screening committee selection, appointment, and interaction with the Affirmative Action Director, including the following relevant paragraph on reviewing applicants' qualifications to determine those eligible for actual committee review:

"The supervisor (or the screening committee) will review the resumes and/or applications. This review will be done together with the Director of Affirmative Action. The preestablished end level qualifications will be used to screen out any candidates who do not meet the entry level qualifications. Entry level standards will be applied equally to all candidates. All qualified minorities will be interviewed. (Emphasis added)

The first time I heard of the Kimm case was thanks to a library search; and the New Jersey Law Journal article that I then read turned out to be, in totality, the Summary of the case as detailed in 94 N.J.A.R. 2d (CRT):#

WALTER E. KIMM, III,
Complainant,
v.
BROOKDALE COMMUNITY COLLEGE, ELIZABETH LAMUREY, ROBERT MARX and T. EDWARD HOLLANDER,[1] CHANCELLOR OF HIGHER EDUCATION FOR THE STATE OF NEW JERSEY
Respondents

Civil Rights

OAL Docket No. CRT 5745-91
Agency Docket No. EN31JB-29418

Initial Decision: September 17, 1992
Final Agency Decision: February 2, 1994

SUMMARY
Labor and Employment ---Employment Discrimination

College's employment policy of excluding Caucasian males demonstrates unlawful discriminatory motive when not predicated on approved affirmative action.

The Division on Civil Rights awarded damages to a college job applicant, holding that a college was guilty of job discrimination based on its action of offering to interview a fictitious Asian-American woman based on a resume that was identical to a previously rejected one from a Caucasian male applicant.

Respondent Brookdale Community College advertised for a college admissions representative. Complainant Walter Kimm, a Caucasian male, applied for the position and received no response. He sent another application using the name "Suzy Ming Cheng" with the same background.

On December 18,1989, Walter E. Kimm, III of Spring Lake, New Jersey, submitted a newly revised resume (R-2), complete with cover letter (P-3), to Personnel Services, Brookdale Community College. He was answering a detailed advertisement (P-13) in the **Asbury Park Press** for a college admissions representative, with the responsibilities and requirements for the job fairly spelled out. The December 13 Help Wanted entry was explicit: *"...We require a Bachelor's degree, although a Master's degree in Student Personnel Services or two years of community outreach experience is*

For clarity and continuity, I have included excerpts throughout.

desirable. Previous admissions experience would be a plus, but not essential. ..." It went on to cite the need for a car, for evening and week-end hours; it listed duties as well as the annual salary range.

This was not the first time that Kimm had applied for a position at Brookdale, having done so ----- by his own estimate ---- at least three times previously. These earlier attempts had included answering advertisements for "Admissions Representative" and for "Assistant Director, Educational Opportunity Fund Program" (P-1, P-2). It troubled him a great deal that these earlier letters had never been answered or acknowledged in any way. Kimm says that he began to doubt whether his applications had even been read by anyone at the College. And perhaps it was this frustration and doubt that motivated him to attempt a double-barreled attack. this time around. (In truth, I do not know how much real desire or hope Kimm had, at this juncture, of obtaining the advertised position. And, if he intended his actions solely to build a test case, in order to carefully demonstrate that the College excluded Caucasian males from consideration for employment, then ought he not to have documented his intention to do so ---- before the fact, that is?)

Having recently paid approximately $150 for a professional reworking of his resume, he decided to use the new chronologically correct resume (R-2) to apply for the admissions position for himself, and to modify the old resume into the vita of a fictitious Chinese woman to make this job search a test case. So, on the very next day, he submitted a second response to the December 13 advertisement: The letter and resume (P-4) mailed to Brookdale on the 19th bore the name "Suzy Ming Cheng" in lieu of his own, and the address of a relative in Springfield. (I was told later, by a Brookdale College administrator, that there had been at least one telephone conversation with "Ms. Cheng" in Springfield!)

The detailed profiles for the two resumes were "essentially" the same: Kimm had put a new heading onto his old resume. He had also changed the names of the two employers in mortgage banking; but, the two positions listed were the same, and the

employers were fully comparable. Kimm's new vita showed his current real estate job; the older one predated this, hence did not.

The academic histories cited were the same, except for the non-essential addendum "President of Montclair State Asian Student Society" on the "Cheng" document. And the six other items --- employment by John P. Connors, P.C,. and all five entries under the heading Political Experience --- were absolutely, totally identical. It was surprising to learn that this was noticed neither by the Brookdale College Director of Affirmative Action nor by the Screening Committee Chair, both of whom had to read each and every one of the applications in order to select those meeting the position qualifications (i.e., in the first step of the screening process described previously).

> Brookdale sent Kimm a letter informing him that he did not meet their qualifications, but sent a letter inviting "Cheng" to an interview.[94 NJAR 2d (CRT)]

Whereas "Suzy Ming Cheng" was invited to interview for the position, Brookdale sent Kimm a letter (P-5) of refusal, dated February 23, 1990, very shortly after the first step of the screening process had taken place. The letter told him: *"While your resume was quite good, the committee felt you did not meet the specific requirements of the position." (P-5)* Yet, in more than one of the "steps" listed in the **Standard Selection Procedure**, it is stated that both notification of the final candidate and the sending of letters of rejection must await the completion of the entire review process.

After some scheduling postponements, the "Cheng" interview was set for March 5, 1990; and Walter Kimm prepared to attend the interview that his credentials had earned for "Suzy Ming Cheng."

> Kimm appeared at the interview scheduled for "Cheng" and convinced the interview committee to grant him an interview. After the interview, Brookdale declined to offer Kimm the position.[94 NJAR 2d (CRT)]

Once the applications were closed on December 22, 1989, the prescribed steps of the Standard Selection Procedure ensued. Almost one hundred people had responded to the December 13 advertisement within the allowed time frame. The Screening

Committee Chair and the Affirmative Action Director jointly eliminated approximately half --- for failing to meet the minimal previously established criteria --- leaving a qualified sub-pool of approximately fifty applicants. These were, potentially, eligible for interview.

In the second step of the screening process, the four committee members and their Chair, with the Affirmative Action Director as advisor, reviewed and selected --- on the basis of merit and job fit --- the candidates for interview. Next, there was an Affirmative Action Office review of those rejected by the committee at the second step, so as to explicitly retrieve the minority candidates among them, and to promote any and all minimally qualified minority candidates into the group selected for interview. (The procedure by which this step was performed is obscure, and was extensively explored at the subsequent Office of Administrative Law hearing.)

In this particular pre-employment screening, the Affirmative Action Director intervened not only at the usual and expected second step, but, essentially, at the preliminary first step as well. She moved the Suzy Ming Cheng application into the minimally qualified group --- and hence, automatically, into the group selected for interview --- as a result of insufficient data: No one could tell, with the few dates cited on the resume, whether "Cheng" had, indeed, amassed the "two years of community outreach experience" which, along with a Bachelor's degree", were supposedly the minimal requirements for the advertised position. So, an interview was sought to check whether the minimal criteria were satisfied by "Cheng". (For detailed testimony on this, please see pp. 153-4 of TA, the Transcript of Proceedings for the July 14, 1992, Office of Administrative Law hearing on the case.)

The "usual" intervention here of the Affirmation Action Director, at the "expected" second step, involved moving five minimally qualified minority candidate (besides "Cheng") into the interview pool " based on potential status and qualifications. "This is reported in a letter (P-11), to the Division on Civil Rights, responding to a request for information (also cited in TA 148). There are listed the names of two black

women, one Hispanic man and two black men. I found it interesting to search out the interview scores these five candidates subsequently received from the committee:

40.2, 28.0, 28.2, 37.2, 26.8

Is it not interesting that some of these five people, who had all been eliminated from interview consideration by the screening committee, should now score so well in the eyes of the same committee? Truly, it does show the added opportunity at work, while it raises more questions anew.

Much testimony focused on whether Kimm's record satisfied the apparent minimal requirement of "two years of networking experience", and eventually demonstrated that it had exceeded the two years demanded. So, attention was paid to the "two years" both in the screening and in the subsequent litigation; and it was only recently that I read over the crucial sentence in advertisement (P-13) responsible for spelling out the requirements:

"We require a Bachelor's degree, although a Master's degree in Student Personnel Services or two years of community outreach experience is desirable."

To me, this sentence says that the touted "two years" is in the desirable category, along with the graduate work in "Student Personnel Services", and "previous admissions experience", rather than in the required category. The generalized misunderstanding becomes less surprising when it emerges that the Screening Committee Chair also believed that the Master's in Student Personnel Services was required.

THE INTERVIEW: PROCESS & SPECIFICS

The Screening Committee Chair and Affirmative Action Director could have reacted in a variety of ways when the committee was confronted by the sudden arrival of the Caucasian Walter Kimm, well-dressed in "traditional male clothing." They had been expecting to interview a Chinese woman. Instead, Kimm walked in, without knocking, before the committee was ready for its next interview. What they did do, eventually, as decided by the Affirmative Action Director, was to give Kimm what purported to be the same sort of interview as that received by each of the other candidates.

Later testimony brought out how very much Kimm had frightened some of them and upset most of them; and, apparently, this was less by what he said or did, and more by how he "seemed" to them. The fears of some seemed to be by association with a recent Post Office shooting. Assuredly, all this was reflected in how he was evaluated and in the comments on the rating sheets. Later testimony brought out how very unfair the whole interview and its assessment had been.

It so happened that the "Cheng"/Kimm interview was the very last of the total of nineteen that were held; and these had been stretched out over a period of "two to three weeks" because of committee members' scheduling conflicts, despite these extensive arrangements, one of the committee members had missed six of the nineteen interviews.

The content and format of the committee's questions were rigidly established for the purpose of uniformity, and the same was true of the interview evaluation component. So, each candidate interviewed was asked the same list of questions (P-10), apportioned in the same way among the five questioners, And each interviewed candidate was to be rated on each of nine listed traits by the committee members, using an individual rating and comment sheet (P-9 & P-10). Then, the five scores, ranging from a possible minimum of 14 to a possible maximum of 41, were averaged to obtain a "committee" ranking for each candidate (P-8). If the testimony is followed, it becomes clear that the conclusions of the screening committee were to be individually arrived at, rather than by discussion and eventual consensus among the members.

Many conflicting aspects emerged in the hearing testimony (TA & TB) about Kimm's interview by the screening committee. Kimm believed that he had been given a full interview and that he had performed well therein. Not one of the screening committee members agreed with him, and his ratings from the committee members ranged from 14 to 28, with a consequent committee average of 21.8. The more typical among these gave him a 3 or 4 (highest) score in the areas of "Appearance/Grooming" and of "Flexibility of Time/Scheduling" while he received a 2 or 1 (lowest) in the other areas.

The very lowest individual score of 14 was assigned to Kimm by a committee member who rated each trait as 1-minus, ---- and yet, this was an honest person who later testified that Kimm deserved to have been rated high on those two traits, and he could not explain why he, himself, had assigned the ratings he had.

Kimm received the lowest score in the very skewed distribution of scores:

Score	Under 23	23 to 29	29 to 35	35 to 41
Frequency	1	6	1	11

It is a strange score to be considered consistent with the Brookdale letter of refusal written on the day immediately after the interview.

AFTERMATH

On March 6, 1990, a letter of rejection was addressed to Kim/"Cheng" based on the interview the previous day. The earlier February 23 rejection letter had stated *"....the committee felt that you did not meet the specific requirements of the position."* The March 6 one advised *"While your interview was quite good and your qualifications did meet the requirements of the position, but the screening committee felt there were several candidates that more closely met our needs."*

> Kimm filed a complaint with the Division on Civil Rights, alleging that Brookdale and its hiring committee discriminated against him based on his race and sex and denied him employment in violation of state law, in retaliation for his actions. [94 NJAR 2d (CRT)]

On March 9, 1990, Kimm filed a Verified Complaint with the Division on Civil Rights, in the State of New Jersey Department of Law and Public Safety. This charged the respondent, Brookdale Community College, with *"unlawful discrimination with respect to refusal to hire the complainant because of race, creed, color, national origin, ancestry, age, liability, in violation of N.J.S.A. 10:5-4, and 10:5-12 (d) of the New Jersey Law Against Discrimination."* (Emphasis added.) It is reasonably clear to me, that, had Kimm limited himself solely to that complaint, he would not have won his case.

In May of 1990, a brief Division on Civil Rights fact-finding conference took place as a follow-up to the Verified Complaint. Walter Kimm attended alone. However, soon thereafter, he asked a close friend to become involved. This was a highly relevant step, for the good friend was John P. Connors, Jr., Esq., a young man with an active legal practice which specialized in personal injury cases. Connors' serious entrance onto the scene made an incredible difference --- and the later amended document he composed demonstrates it well.

The Amended Verified Complaint, filed on December 4, 1990, adds T. Edward Hollander, Chancellor of Higher Education for the State of New Jersey to the list of respondents at Brookdale. The Complaint states that petitioner Kimm was *"the victim of discrimination perpetrated by the respondents based upon his race, color and sex,"* a

broader accusation than the earlier one. It also states that *"..... the respondents consciously, deliberately, willfully, intentionally and contumaciously acted in violation of Section 10:5-4 and 10:5-12 of the New Jersey Statutes Annotated, and the 14th and 8th Amendments of the United States Constitution by engaging in a consistent pattern of discrimination in the screening of applicants for the position of Admissions Representative at Brookdale Community College."* (Emphasis added.)

The essential point is that the discrimination took place in the screening process itself, rather than in any failure to hire. And it is this shift that so clearly resonated through the two days of hearings, and was so amply documented and justified in the subsequent legal decisions of the Kimm case.

A MINOR POSTSCRIPT

Over the course of my investigation, throughout my perusal of documents and interwoven with my conversations with community college colleagues, with specialists in human resources and employment law, with personnel at the Division on Civil Rights, with the plaintiff and his counsel, I became aware of how my own view of the Kimm story was changing.

At first reading of the **Summary,** when I initially got to the screening committee's interview of Kimm/"Cheng", I had been aghast. Why had they not refused to see him, let alone agree to interview him, when the "Cheng" application which had brought him to said interview was essentially fraudulent? I viewed the plaintiff as someone engaged in subterfuge.

It seemed to me that a point-blank and outraged committee refusal to see or interview would have protected Brookdale Community College more effectively from suit than the apparent cooperation the committee exhibited.

The committee's decision to interview Kimm seemed to me to be a rash one, if made without consulting the College counsel. And finally, no matter how defective the

interview process, both Kimm's interview score and his second letter of rejection seemed, tactically, extremely unfortunate. ccHow much safer to have ranked him in the middle! How much safer to write something like the following as refusal, in lieu of the contradictory letter that was sent: "We appreciate your interest in ____. Unfortunately, the great number and high qualifications of the candidates made this a highly competitive screening process."

Very slowly, as I continued to learn more about the case and the players, I began to really understand what "protected activity" means and why it is needed.

THE DECISIONS

> An administrative law judge (ALJ) found that Brookdale excluded Kimm from its selection process solely because of his race and sex, noting that the Committee admitted that it ignored the applications of eight qualified Caucasian makes in favor of various minority applicants with inferior qualifications. The ALJ found that Kimm was qualified to be interviewed for the admissions representative position.
>
> The ALJ rejected Brookdale's argument that its affirmative action policy was approved by the Department of Higher Education and that it had the authority to guarantee interviews to the exclusion of qualified Caucasian applicants. The ALJ found that Kimm's interview was a "sham" and rejected Brookdale's contention that Kimm received a fair score based entirely on the interview itself. The ALJ determined that Kimm's act of submitting nearly identical resumes under different names was a protected activity under state law and that Brookdale employees knew that Kimm's actions were protected. The ALJ concluded that Kimm was subjected to unlawful discrimination and unlawful reprisal for having engaged in a protected activity. The ALJ awarded damages and assessed a penalty against Brookdale.[94 NJAR 2d (CRT)]

Following transfer of the Kimm case to the Office of Administrative Law in June, a prehearing conference was scheduled for October and then followed by two days of hearings before Daniel B. McKeown, Administrative Law Judge. The hearings were transcribed, and hence 406 pages (with very few errors) record every detail of the testimony of July 14 & 15, 1992 (TA & TB).

Very early in the proceedings, the motion was successfully made to dismiss the Complaint (i.e., the Amended Complaint) against the Chancellor of Higher Education. The supporting brief, citing federal and state cases, also presented some discussion of the frequently referred to Board of Higher Education "policy" (R-1),.frequently referred to throughout and especially by the College. Since this exhibit was the linch-pin of the Brookdale defense, and support for its voluntary affirmative action plan, the development further weakened Brookdale's case.

> The Director of the Division on Civil Rights adopted the ALJ's recommendation and awarded damages to Kimm, holding that he demonstrated that there was a discriminatory motive that was a substantive or determinative factor in Brookdale's employment policy and that he was subjected to unlawful reprisal under state law. There was sufficient evidence that Kimm's interview scores were negatively affected by his submission of the two applications and by his complaints at the interview about discrimination both protected activities. Brookdale's voluntary affirmative action plan was invalid

> because it was not predicated on a demonstrable manifest imbalance reflecting underrepresentation of minorities or women in segregated job categories. The Director awarded damages for Kimm's pain and suffering and penalties against Brookdale.[94 NJAR 2d (CRT)]

The incredibly detailed description and analysis of the Initial Decision by Judge McKeown was exceeded only by the detailed narrative of review, analysis and law that was the eventual Final Decision by C. Gregory Stewart, Director of the Division on Civil Rights.

The comments and minor modifications that appear here are very finely honed, even in the less important matters. For example, the required vs desirable dichotomy is noted, based on the advertisement (P-13). Also discussed is the earlier confusion between resumes (R-2 & P-4), as to which one failed to contain sufficient dates. Other errors are carefully corrected. Indeed, of greatest import is the legal analysis. The use and misuse of the Department of Higher Education's site review report (R-3) is mentioned. The Director notes that the report "*acknowledges the Brookdale policy by which its affirmative action officer will recommend including qualified minority candidates for consideration if she finds that the screening committee's recommendations are limited. Again, nothing in the report suggests an approval of the Brookdale policy to interview all minimally qualified minorities and females, to the exclusion of minimally qualified Caucasian males.*" (emphasis added.)

I studied the Director's discussion of federal and New Jersey statutes and case law, but do not feel competent to diagram this content. I did understand what distinguishes a voluntary affirmative action plan, and the four-part analysis used to establish that a *prima facie* case of unlawful discrimination has taken place, also the impact on this of the presentation of direct evidence of discrimination. And anyone can understand what the Director wrote: *"The record clearly establishes that the complainant's race and sex were substantive and determinate factors in the respondents' decision not to grant him an interview."*

In studying the New Jersey Law Against Discrimination (NJSA 10:5-1 et seq.), I became aware of the history of our state's legislation on civil rights. I was impressed.

APPENDIX I
PARTIAL CHRONOLOGY

9-17-87	Brookdale Community College Board of Trustees approves revised **"Brookdale Community College Program to Eliminate Barriers to Affirmative Action",** which is disseminated to the College community, and also submitted to Dr. T. Edward Hollander, Chancellor, New Jersey Department of Higher Education, as requested
Early 1988	Walter E. Kimm, III, applies for advertised Brookdale Community College position of Admissions Representative (per conversation with Kimm)
9-7-88	Kimm applies for advertised Brookdale Community College position of Assistant Director, Educational Opportunity Fund Program (letter contains an error)
9-13-88	Kimm resubmits application (with correction to letter)
12-7-88	Kimm applies (cover letter, resume) for advertised Brookdale Community College position of Admissions Representative
11-16-89	Brookdale Community College Board approves policy revisions 3.9007, **"Affirmative Action",** and 3.9002, "Equal **Employment & Education Opportunity"**
12-13-89	Brookdale Community College advertisement in **Asbury Park Press** for College Admissions Representative (with deadline: 12-22-89)
12-18-89	Response to advertisement by Walter E. Kimm, III
12-19-89	Response to advertisement by "Suzy Ming Cheng"
2-8-90	Brookdale Community College letter inviting "Suzy Ming Cheng" to interview on 2-12-90 (subsequently changed to 3-5-90)
2-23-90	Brookdale Community College letter of refusal to Walter E. Kimm, III (refusal at first step)

3-5-90	Walter E. Kimm, III, as "Suzy Ming Cheng", attends interview at Brookdale Community College
3-6-90	Brookdale Community College letter of refusal to Walter E. Kimm, III, in aftermath of Kimm's interview as "Cheng" (refusal at interview step)
3-7-90	Memo from Affirmative Action Director to various administrators at Brookdale Community College updating the Brookdale Community College **Standard Selection Procedure** (which exists in many earlier forms)
3-9-90	Kimm files original **Verified Complaint** with the Division on Civil Rights
5-19-90	Division on Civil Rights conducts brief fact-finding conference on the **Verified Complaint** (which Kimm attended alone)
12-4-90	With the aid of his attorney, John P. Connors, Jr., .Kimm files an **Amended Verified Complaint** with the Division on Civil Rights
6-10-91	Case transferred to Office of Administrative Law as a contested case
October '91	Prehearing Conferrence
7-14,15-92	Administrative Law Judge conducts hearings
7-16-92	Office of Administrative Law record closed
9-17-92	Initial Decision, Judge Daniel B. McKeown, Administrative Law Judge
2-2-94	Final Agency Decision, C. Gregory Stewart, Director, Division on Civil Rights

APPENDIX II
SOURCES

- **State of New Jersey Office of Administrative Law**
  OAL Docket No. CRT 05745-91S
  Transcript of Proceedings, Walter E. Kimm, III, Petitioner
  Before Judge Daniel B. McKeown, Administrative Law Judge
  TA Tuesday, July 14, 1992 (190 pages)
  TB Wednesday, July 15, 1992 (216 pages)

- **Documents in Evidence**, OAL DKT. NO.CRT 5745-91
  P-1 Letter, September 7, 1988 (Kimm)
  P-2 Letter, September 13, 1988 (Kimm)
  P-3 Letter, December 18, 1989 (Kimm)
  P-4 Letter, December 19, 1989 ("Cheng")
  P-5 Letter, February 23, 1990 (Brookdale refusal re Kimm's resume)
  P-6 Letter, March 6, 1990 (Brookdale refusal after "Cheng"/Kimm interview)
  P-7 **Standard Selection Procedure** with cover memorandum of transmittal to Brookdale administrators
  P-8 Rating Scores for all interviewed candidates
  P-9 Individual rating sheet for "Cheng"/Kimm with score of 21 and comments
  P-10 Interview questions
  P-11 Letter, May 16,1990 (re: candidates originally rejected, then granted interviews)
  P-12 Rating sheet (with score of 14 and comments)
  P-13 Advertisement of December 13, 1989
  P-14 Rating sheet (with score of 28 and comments)
  P-15 Rating sheet (with score of 24 and comments)
  P-16 Resumes of qualified Caucasian male candidates
  R-1 Board of Higher Education Memorandum, January 10, 1990, and January 19 ,1990, Resolution, on *1987 Affirmative Action Status Report*
  R-2 Resume (Kimm)
  R-3 Site visit review (for visit to Brookdale Community College, by DHE Office of Community Colleges staff in February, 1990)
  R-4 Letter, September 7, 1990 (summary of site visit findings)

- **Affirmative Action Plan by and for the New Jersey Department of Higher Education,** January 9, 1979
- **Amendment to the Affirmative Action Plan,** February 26, 1981
- **Brookdale Community College Program to Eliminate Barriers to Affirmative Action,** approved by Board of Trustees September 17, 1987
- **November 15, 1989 Memo: Proposed Board Policies** (including proposed revised policy on Affirmative Action
- **Affirmative Action Report, 1990 Update: Program to Eliminate Barriers to Affirmative Action at Brookdale,** revision approved by Board of Trustees, June 28, 1990

- **Verified Complaint,** Kimm vs Brookdale Community College, notarized March 9, 1990
- **Amended Verified Complaint,** Kimm vs Brookdale et al, notarized November 27,1990

  Brief of Chancellor of Higher Education in Support of Motion to Dismiss the Complaint, dated 4/25/92, with attachments
- **"Minority preference attacked"**, by S. DelCamp, Asbury Park Press, October 11, 1992
- **"College to weigh appeal on bias ruling",** by C. Federical, Asbury Park Press September 2, 1993
- **"Kimm v. Brookdale Community College",** New Jersey Law Journal, pp 60, 65, May 2, 1994
- **1993-95 Catalog, Brookdale Community College**

An Unlevel Playing Field: Women in the Introductory Computer Science Courses

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I. Introduction

Data from the Department of Education [17] indicates that the number of women earning undergraduate degrees in computer science has declined sharply in recent years, from a high of over 14,000 a year (37% of the total) in the mid 1980's to slightly over 7,000 (29% of the total) in 1991. These figures are surprising in light of the fact that women's participation in other male dominated fields such as law, medicine and engineering is increasing and women's participation in mathematics during this period has remained stable at about 6,900. It is even more surprising given the proliferation of computers in homes, schools and work places.

Women attempting to enter the computer science field encounter some of the same obstacles as women entering other male dominated fields [16] but there are some factors that are somewhat unique to computer science [4, 8, 10].

Sproull et al[12] describe the "culture of computing" which consists of unfamiliar language and with seemingly arbitrary rules and where it is important to learn how to learn as well as what to learn. Becoming comfortable with this culture can be very intimidating and alienating experience for a beginning student. The acculturation process is somewhat more difficult for women since the members of this culture are predominantly male.

The process of acculturation is further complicated by the presence of a very visible "hacker" subculture. The "hackers" are a group of students, overwhelming male, who develop an early and intense attraction to computers. Sherry Turkle [15] described this group as being very individualistic, competitive, isolationist, somewhat asocial, intense and single-minded. The hackers tend to stand out in the early computer courses because they seem so much more confident and knowledgeable than the other students. However, the influence of this group tends to dissipate in the higher level courses because many of them become absorbed in their own projects rather than the standard class assignments and others are interested only in the programming components of the curriculum and not the more theoretical components that predominate in the more advanced classes.

Also, the hackers lose some advantage when the other students become more knowledgeable.

Data from the Office of Technology Assessment [9] indicates that many women drop out of science and engineering in the early college years and two studies at a large midwestern university have shown very significant differences in persistence rates for men and women in computer science (27% women versus 48% men [1] and 28% women versus 58% men [6]).

The introductory computer science course should give students an opportunity to learn about and gain confidence with computers. The introductory course should help the student determine if computer science is a field in which he or she has an interest and/or an aptitude. Therefore, it is important that the introductory classes give students an accurate prospective on the field of computer science and supply students with appropriate feedback.

The introductory computer science course is a very difficult course to teach because it serves as a both a gateway into the major and an introduction to programming and to the discipline of computer science. Also, the population taking this course can be very diverse: ranging from students who have grown up with computers readily available at home or at school, to students who have had virtually no experience with computers. There are students who are already committed to a computer science major, students who are required to take computer science for another technical major and students who are taking computer science out of general interest or curiosity. Since Computer Science is not a regular part of the high school program, there is no standard high school computer science curriculum apart from the Advanced Placement requirements and no certification for high school computer science instructors. The quantity and quality of high school computer science instruction is, therefore, very variable.

Several studies have looked at the introductory computer classes and the experience of women in these courses. [2, 6, 5, 7, 11, 12, 13] These studies have shown that women tend to have a weaker background in computer science and a more tenuous link to the computer culture. Women is these studies

report lower levels of confidence, lower expectations for a high grade, and a feeling of isolation. Students in general report that the introductory courses are time-consuming and stressful and they are often disappointed by their final grade. The research also showed a strong relationship between the final grade and the initial level of preparation.

The results of this study confirmed the previous studies in showing that more men than women intend to continue with and possibly major or minor in computer science. The results also confirmed that men entered the course with greater experience with programming concepts, greater experience with different types of computers and greater experience with computer packages such as spread sheets, wordprocessors and data bases. The men also indicated that they spent more time involved with computer related activities such as playing computer games and exploring the internet. In addition, the men reported a more independent learning style and were more likely to gain computer knowledge through self-teaching, hacking and reading books and magazines. There were no significant differences between the two groups regarding the influence of family or friends. There was no difference in mean grade received by the men and women but the men predominated among the high scorers.

II. Description of Study

A survey (Appendix) was distributed during the fifth week of the spring semester (1995) in two introductory classes at Rutgers and one at Princeton. At Rutgers, one class was a day class with full time students and the other class was an evening class that contained a mixture of full and part-time students. The Rutgers population consisted of approximately 186 students of whom 59 (32%) were female. The sample at Rutgers consisted of 94 students of whom 28 (30%) were women. In the Rutgers sample approximately 42% of the students (53% men, 18% women) indicated an intention to major in computer science. The rest of the class consisted primarily of math and science majors. Many of the women (39%) were math majors.

The Princeton class consisted 94 students of whom 27 (29%) were women. The Princeton sample consisted of 33 students of whom 15 (45%) were

women. The Princeton sample consisted primarily of engineering students and only 16% of the students (18% men, 14% women) were considering pursuing a computer science major. The Princeton instructor reported that the students who are seriously interested in computer science tend to take this course in the fall. This course fulfills a requirement for the engineering students. At Rutgers, the engineering school offers its own introductory computer science course.

The Rutgers students were more diverse in terms of semester and age; the Princeton students were practically all first and second year students.

III. Results of the Survey

There were many communalities among the students. At both schools the students had good math backgrounds, high math SATs and an interest in pursuing a technical area. At both schools the students generally expected the course to be harder and more work than their liberal arts classes. Many significant gender differences appeared in the student responses to some of the questions on preparation and interest. A result will be reported to be significant if it is significant at least the .05 level.

In response to the statement : *I am well prepared for this course.* (Question B5) 55% of the Rutgers students (61% men, 43% women) agreed (either strongly or mildly) as did 51% of the Princeton students (61% men, 40% women) (Table 7).

The women at both schools disagreed strongly with the statement: *I can program fluently.* (Question B15) The Princeton men also disagreed strongly; however, there was a uniform distribution to the responses of the Rutgers men indicating that some of the Rutgers men entered with strong programming skills but very few of the other students entered the course with programming proficiency. (Table 7)

Male students at Rutgers were significantly more likely than the female students to own a personal computer (91% versus 70%) but at Princeton computer ownership was virtually universal (91%) (Question 13).

A. Persistence with computer science.

Men were significantly more likely to indicate an intent to continue with computer science and potentially choose a computer science major or minor (Table 1).

	Princeton			Rutgers		
	men	women		men	women	
Intent to take further computer science electives (definite, likely, or somewhat likely)(Q 10d)	80%	60%	*	87%	64%	*
Intent to choose a computer science major or minor (likely or somewhat likely) (Q 18)	67%	27%	*	86%	43%	*

* indicates a significant difference in the Chi-Square

Table 1

Table 2 shows the breakdown of responses to the question on the likelihood of choosing a computer science major. The women were significantly more likely to respond negatively to this question (question 18).

	Princeton		Rutgers	
	men	women	men	women
definitely not	11.11%	33.33%	12.12%	42.86%
very unlikely	22.22%	40.00%	1.52%	14.29%
somewhat likely	55.56%	13.33%	19.70%	7.14%
very likely	11.11%	13.33%	66.67%	35.71%

Plans to choose a computer Science major or minor (Q 18)

Table 2

Men also indicated a more positive attitude toward a computer science career by agreeing more strongly with the statement : *There are many careers associated with computer science that would interest me.* (Question B11) (Table 7)

B. Mathematics and Computer Science Background

The Math SATs were high for both Rutgers and Princeton students. The scores of the men were slightly higher than those of the women but the difference was small and not statistically significant.

The formal experience with computers was similar for men and women at both Rutgers and Princeton. Table 3 shows the the percentage of students at the two schools who took Introductory Programming or Advanced Placement Computer Science (Question 9).

	Princeton		Rutgers	
	men	women	men	women
Intro (Q9)	28%	40%	42%	25%
AP (Q9)	22%	20%	15%	11%

High School Computer Courses

Table 3

There were not any significant differences in response to the question on work experience with computers (Question 14), but men were slightly more likely to work in more skilled jobs such as programming, operations and using the applications packages.

1. Programming Concepts

The students were asked to rate their degree of familiarity with various programming concepts before entering this course (Question 25). Men rated themselves as more familiar in almost all categories and statistically significant differences on the t-test showed up in familiarity with selection, looping, arrays and procedures (Table 4). Neither group showed much familiarity with pointers. Means of the different groups are shown in Table 4 where an * indicates a statistically significant difference on the t-test.

	Princeton			Rutgers		
	men	women		men	women	
selection	1.56	2.07	*	1.27	1.75	*
looping	1.56	2.13	*	1.37	1.78	*
arrays	2.00	2.33		1.83	2.25	*
procedures	1.83	2.26		1.78	2.17	*
pointers	2.72	2.66		2.42	2.43	

Table 4

Means of Responses on Familiarity with Programming Concepts

scale - 1 (very familiar) to 3 (not at all familiar)

* indicates a significant difference on the t-test

There was a wide range in both classes in terms of familiarity with programming concepts. At Rutgers 17% of the students (11% men, 29% women) indicated that they had virtually no familiarity with programming concepts and 22% of the students (26% men, 14% women) indicated great familiarity with programming concepts. At Princeton, 33% of the students (22% men, 47% women) indicated no familiarity and 18% of the students (17% men, 20% women) indicated great familiarity with programming concepts.

2. Programming Languages, Applications and Operating Systems

The survey asked the students to rate their competency with several programming languages, applications and operating systems before entering this course (Questions 22 and 24). Table 5 gives the means of the responses. The men generally rate themselves as more competent with the different languages. Significant differences appeared in knowledge of BASIC at both schools and neither group showed much experience with either FORTRAN or "C" language.

There were significant differences reported in competency with applications and operating systems. These differences probably reflect the deeper involvement of the men with computers and the reported tendency of the male students to experiment and learn on their own.

	Princeton			Rutgers		
	men	women		men	women	
BASIC (Q 22)	2.4	3.6	*	1.9	2.5	*
PASCAL	3.0	3.0		2.9	3.4	*
FORTRAN	3.9	4.0		3.2	3.6	
C	3.5	3.8		3.6	3.8	
word processor	1.0	1.5	*	1.2	1.4	*
data base	2.3	3.4	*	2.1	2.4	
spread sheet	1.6	2.7	*	1.8	2.0	
MS-DOS	1.6	2.7	*	1.7	2.9	*
UNIX	2.7	3.3	*	2.9	3.5	*
IBM PC (Q 24)	1.2	2.2	*	1.5	2.4	*
MAC	1.6	2.1	*	1.9	2.2	
mini	3.1	3.7	*	3.1	3.4	

Table 5
Means of Responses on Competencies with Languages, Applications and Systems
scale - 1 (very competent) to 3 (not at all competent)
* indicates a significant difference on the t-test

C. Computer culture

Men indicated a greater level of interest and involvement with computers by responding more positively to the statement: *Computers are fun to use* (Question B2 - Table 7) and by responding more positively to questions about the amount of time spent in recreational computer related activities. (Question 21) The results indicated that the men spent more time at these activities than the women and seemed to get more enjoyment than the women in working with computers. The results were coded on a scale from 3 to 0 where 3 indicated the greatest involvement and 0 the least. Table 6 summarizes the results.

	Princeton			Rutgers		
	men	women		men	women	
playing computer games	1.5	0.8	*	1.9	1.0	*
exploring the internet	2.1	1.4	*	2.1	1.4	*
reading computer magazines	1.1	0.6		1.7	0.7	*
attending computer shows	0.6	0.1	*	0.9	0.4	*
engaging in computer related activities with friends	1.2	1.0		1.5	1.1	

Table 6
Means of Responses on Involvement with Computer Related Activities
scale - 3 indicates greatest involvement and 0 indicates no involvement
* indicates a significant difference on the t-test

D. Attitude toward course

The students generally were a generally technically oriented group of students. They agreed that they needed to be competent with computers, that they liked math (women agreed slightly more strongly with this statement), that they are stronger and more interested in math/science areas than liberal arts areas. The Princeton students also indicated that the course was difficult by disagreeing with the statement that *I expect this course to be easier than my liberal arts courses* (Question B6) and agreeing with the statement *I expect this course to be more work than my liberal arts courses.* (Question B20) The Rutgers women gave responses that was similar to those of the Princeton students but the Rutgers men gave a more mixed reaction. The Rutgers class contained a subpopulation of men who entered with confidence in their programming skills and who consequently did not expect to have difficulty with the course. Answers to the questions range from 1 to 5 with 1 indicating strong agreement and 5 indicating strong disagreement and an * indicates a statistically significant difference in response.

	Princeton		Rutgers		
	men	women	men	women	
I expect this course to be easier than my liberal arts courses. (B6)	3.8	4.4	2.9	4.2	*
I expect this course to be more work than my liberal arts courses. (B20)	2.1	1.7	2.5	1.7	*
I know that it will be important for me to be competent with computers. (B12)	1.1	1.2	1.2	1.3	
I am stronger in math/science areas than in liberal arts areas. (B13)	2.1	2.1	1.9	2.0	
I enjoy mathematics. (B7)	2.3	2.1	2.2	1.6	*
I am more interested in liberal arts areas than in math/science areas. (B19)	3.4	3.8	3.9	4.1	
Computers are fun to use. (B2)	1.6	2.0	1.4	2.1	*
I am well prepared for this course. (B5)	2.4	3.3	2.4	2.8	
I can program fluently. (B15)	3.6	4.2	3.0	3.5	
There are many careers associated with computer science that would interest me. (B11)	2.0	2.5	1.6	2.0	
Computers are frustrating. (B8)	3.1	3.1	3.4	2.1	*

Table 7

scale - 1 indicates strong agreement with the statement
5 indicates strong disagreement
* indicates a significant difference on the t-test

E. Learning Style

In response to questions about how the students acquired computer skills, there were no gender differences reported in response to questions about the importance of high school courses, jobs, family, and friends. Men, however, were significantly more likely to assign more importance to independent activities such as self-teaching, books and magazines and hacking. Table 8

gives the means of responses where 1 indicated the item was very important to acquisition of knowledge and 3 indicated no importance and an * indicates a statistically significant difference.

	Princeton			Rutgers		
	men	women		men	women	
high school courses	2.3	2.3		2.0	2.0	
self-teaching	1.1	1.8	*	1.3	1.6	
books/magazines	2.2	2.7	*	1.9	2.4	*
friends	2.2	1.8		1.9	2.2	
family	2.3	2.1		2.5	2.5	
job	2.2	2.5		2.4	2.1	*
hacking	2.4	3.0	*	2.3	2.6	*

Table 8

Means of Responses on Acquisition of Computer Knowledge

scale - 1 indicates very important and 3 indicates not at all important
* indicates a significant difference on the t-test

E. Outcomes

At the end of the semester the final grades were collected for the students in the sample and for the class as a whole. The sample grades were used to see which factors on the survey were predictive of success in the course and the grades of the whole group were used to see if there were differences in achievement between the men and women.

At Rutgers, 85 of the 94 students in the sample completed the course and at Princeton 32 of the 33 students completed the course. The grades of all the students in the Rutgers group and for 25 of the students in the Princeton group were obtained. There was significant correlation between preparation and final grade in both classes (.49 at Princeton and .27 at Rutgers). There was no correlation between the grade and the interest variables.

Examination of the data for the whole class in both schools showed that the mean grade of men and women was the same in both groups but the women

were significantly underrepresented among the highest scorers (A and A+ students).

IV. Conclusions

Even at the start of the course women seemed less experienced in computer science and less interested in pursuing computer science than the men. Since the women accounted for only about 30% of the introductory course and only a small percentage indicated an intent to continue in computer science, if this group is any indicator, the number of women in the upper level courses will be very small.

There seems to be a positive feedback loop operating for the men and a negative one operating for the women. The men become drawn into computer related activities in high school which leads to greater success in their computer classes which in turn leads them to continue in the field. Women experience the opposite effect. They enter with little outside experience and find the courses difficult and time consuming, they get less positive feedback and thus have less reason to persevere.

Both of these courses were difficult courses and covered in one semester as much material as we cover in two at Middlesex. They were both taught in large lecture classes and recitation sections conducted by TAs.

Some changes to the introductory courses might help compensate for the varying backgrounds of the students and encourage more students to try a computer science course. Some changes that have been proposed include:

• Making the introductory course pass/fail. This would give the students an opportunity to become comfortable with programming before being put in a competitive situation.

• Multilevel or slower paced introductory courses - Klawe and Leveson [8] noted that the introductory courses have become more difficult over time as more students entered with advanced knowledge and pressure has mounted to include more material in the undergraduate computer science curriculum.

This might encourage more students to try a programing course and possibly entice some students into the major.

• Scheduled, supervised labs and smaller classes - At Middlesex County College, we have small classes and three hour supervised labs for the introductory course. This enables the instructor to get to know the students and to provide more feedback. The instructor is present during the lab time to teach the students how to use the system, how to design their programs and to help them debug their programs. Having the instructor present in the lab enables the student to get the programs done more quickly and cuts down on the frustration beginning programmers face. It also helps the students get to know each other and provide support and assistance to each other. One of the instructors recommended that the introductory computer courses be taught in small sections like the introductory writing and language classes.

• Collaborative Learning - Computer Science classes tend to be competitive, with each student working alone on assignments; whereas, industry environments tend to be collaborative. Involving the students in larger collaborative projects might give students a truer picture of the work environment and also help combat the feeling of isolation reported by many female students.

• Mentoring - Involving upper level students or graduate students to help provide role models and assistance to the introductory students.

There is a program that was developed at Berkeley by mathematician Uri Treisman [14] to help minority students succeed in calculus. The program involved educational and social aspects. The program involved extra time for problems sessions, extensive interaction with the TA's and group projects to involve the students in collaborative efforts. The program succeeded very well at Berkeley and has been successfully implemented at Rutgers [3] and other colleges. At Rutgers, students who completed this program received higher grades than a control group in their calculus courses and continued to do better than the control group two years later. This type of program encompasses many of the remedies described above and might work well for introductory computer science students by providing more support with the

course and helping the students become more comfortable with the each other and the computer culture.

This project confirmed the results of other studies on women in computer science and suggests that some changes might be necessary to attract more women to the field. From my experience at Middlesex County College and in industry, I have found that many women do very well in computer science careers although they often do not fit the compulsive "hacker" stereotype. At Middlesex, we get many "older" women with degrees in other fields who come to Middlesex for retraining in computer science. Many more women can succeed in computer science but some recruiting efforts and some changes to the introductory courses might be necessary to attract more women to this field.

Acknowledgments

I would like to thank Professor Ann P. Parelius of Rutgers for helping me create the survey and carry out this study. I would also like to thank Professor Andrea LaPaugh at Princeton and Professors Louis Steinberg and Barry Wittman at Rutgers for allowing me to use their classes for this study. I would also like to thank Professor Ted Robb and the other members of the mid-career fellowship program for their advice and encouragement.

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1. Program B.A. _____ B.S.E. _____ undecided _____

2 Sex Male _____ Female _____

3. Ethnicity African-American ___ Asian/Asian-American ___ Asian Indian ___ Hispanic/Latino ___ Caucasian ___ Other ___

4. Age ____

5. Do you currently have an undergraduate degree? Yes ____ No ____

6. Class Freshman ___ Sophomore ____ Junior ____ Senior ___ Continuing ___

7. SAT Verbal _____ Math _____

8. What was the highest level of math you completed in high school?

calculus or higher ____ precalculus ____ less than precalculus _____

9. Which computer courses did you take in high school? (check all that apply)

None _____ AP Computers _____ Introductory Programming ____ Computer Literacy _____ Other (list)_____

10. Indicate your plans with respect to taking the following courses:

	already taken	currently taking	definitely will take	very likely to take	somewhat likely to take	very unlikely to take
a) Calculus I	_____	_____	_____	_____	_____	_____
b) Calculus II	_____	_____	_____	_____	_____	_____
c) Math Elective above Calculus II	_____	_____	_____	_____	_____	_____
d) Computers and Computing (111)	_____	_____	_____	_____	_____	_____
f) Computer Science elective 200 or higher	_____	_____	_____	_____	_____	_____

11. Do you have a parent or close relative working or studying in a math or computer science related field. Yes ___ No ___

12. What is the highest level of education completed by

mother: high school or less___ some college___ college degree____
Master's degree___ Ph.D., medical, or law degree___

father: high school or less___ some college ___ college degree ____
Master's degree___ Ph.D., medical, or law degree___

13. Do you own a personal computer? (either at home or at school) Yes ___ No ___

14. Have you worked at a job that uses computers? Yes ___ No___
If so in what capacity? (check all that apply)

Data entry ___ Packages ____ Operations ____ Programming ____

15. What is your most likely major? _____ minor?_____

16. Which careers are you most seriously considering?

1. _____ 2. _____ 3. _____

17. Indicate the importance of each of the following in your decision to take this course.

	very important	slightly important	not at all important
a) I am considering a computer science major or minor.	1	2	3
b) I am considering another technical major.	1	2	3
c) I want to learn about computers.	1	2	3
d) I feel programming is a skill that will be useful.	1	2	3
e) Computer Science is required by my major.	1	2	3
f) It was suggested by my family.	1	2	3
g) Other - state _____	1	2	3

18. How likely it it that you will choose a computer science major or minor?

very likely ___ somewhat likely ____ very unlikely _____ definitely not ____

Answer **either** question 19 **or** 20 depending on your response to question 18.

19. If you **are** likely to major or minor in computer science, indicate the importance of the following factors in your decision:

	very important	moderately important	not very important	not at all important
a) I enjoy working with computers.	1	2	3	4
b) There are good job opportunities in computer science.	1	2	3	4
c) Computer Science courses are easy for me.	1	2	3	4
d) My family has advised me to concentrate in computer science.	1	2	3	4
e) I have friends in computer science.	1	2	3	4
f) I am good at programming.	1	2	3	4

20. If you **are not** likely to major or minor in computer science, indicate the importance of the following factors in your decision:

	very important	moderately important	not very important	not at all important
a) I do not enjoy working with computers.	1	2	3	4
b) There are few good job opportunities in computer science.	1	2	3	4
c) Computer Science courses are hard for me.	1	2	3	4
d) My family has advised me to concentrate in a different field.	1	2	3	4
e) I have few friends in computer science.	1	2	3	4
f) Computer Science classes are too much work.	1	2	3	4
c) I prefer another field.	1	2	3	4

21. How often do you participate in the following activities?

a) Playing computer games	more than 2 hours weekly	1-2 hours a week	less than 1 hour a week	never
b) Exploring internet	more than 2 hours weekly	1-2 hours a week	less than 1 hour a week	never
c) Programming	more than 2 hours weekly	1-2 hours a week	less than 1 hour a week	never
d) Reading computer magazines	more than twice a month	once or twice a month	rarely	never
e) Attending computer shows	more than twice a year	once or twice a year	rarely	never
f) Participating in computer related activities with friends	several times a week	several times a month	rarely	never

22. Before taking this course, how competent did you feel using the following operating systems, languages and applications?

	highly competent	moderately competent	slightly competent	not at all competent
a) MS-DOS	1	2	3	4
b) UNIX	1	2	3	4
c) PASCAL	1	2	3	4
d) BASIC	1	2	3	4
e) FORTRAN	1	2	3	4
f) "C" Language	1	2	3	4
g) Word Processors	1	2	3	4
h) Spread Sheets	1	2	3	4
i) Data Bases	1	2	3	4

23. List other operating systems and computer languages with which you have experience.

1. _____

2. _____

3. _____

24. Before taking this course, how competent did you feel with the following types of computers?

	highly competent	moderately competent	slightly competent	not at all competent
a) IBM PC and compatibles	1	2	3	4
b) Macintosh	1	2	3	4
c) Minicomputer (workstation) (VAX, Prime, SUN etc)	1	2	3	4
d) Mainframe and super computers (IBM 370 and compatibles etc)	1	2	3	4
e) other - state _____	1	2	3	4

25. Before taking this course, how familiar were you with the following computer constructs?

	very familiar	somewhat familiar	not at all familiar
a) Selection (IF THEN)	1	2	3
b) Loops (FOR WHILE DO)	1	2	3
c) Arrays	1	2	3
d) Procedures and Functions	1	2	3
e) Pointers	1	2	3

26. Before taking this course, how important were each of the following in helping you acquire computer skills and knowledge?

	very important	slightly important	not at all important
a) high school courses	1	2	3
b) college courses	1	2	3
c) self-teaching	1	2	3
d) books and magazines	1	2	3
e) friends	1	2	3
f) family	1	2	3
g) job	1	2	3
h) hacking	1	2	3

B. Indicate your degree of agreement with each of the following statements.

	strongly agree	mildly agree	no opinion	mildly disagree	strongly disagree
1. Computer Science is primarily programming.	1	2	3	4	5
2. Computers are fun to use.	1	2	3	4	5
3. Computer Science is a good field for a woman.	1	2	3	4	5
4. You need to be a hacker to work as a computer scientist.	1	2	3	4	5
5. I am well prepared for this course.	1	2	3	4	5
6. I expect this course to be easier than my liberal arts courses.	1	2	3	4	5
7. I enjoy mathematics.	1	2	3	4	5
8. Computers are frustrating.	1	2	3	4	5
9. My family encouraged me to take this course.	1	2	3	4	5
10. Working with computers is a solitary activity.	1	2	3	4	5
11. There are many careers associated with computer science that would interest me.	1	2	3	4	5
12. I know that it will be important for me to be competent with computers.	1	2	3	4	5
13. I am stronger in math/science areas than in liberal arts areas.	1	2	3	4	5
14. Computer Science majors tend to be less social than other students.	1	2	3	4	5
15. I can program fluently.	1	2	3	4	5
16. Several of my friends are interested in computers.	1	2	3	4	5
17. I have good interpersonal skills.	1	2	3	4	5
18. Men are better with computers than women.	1	2	3	4	5
19. I am more interested in liberal arts areas than in math/science areas.	1	2	3	4	5
20. I expect this course to be more work than my liberal arts courses.	1	2	3	4	5
21. Programming is fun and challenging.	1	2	3	4	5

Defending Literacy: With Particular Consideration of the Community College

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May 1995

Prolegomenon

Defending Literacy

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Background of the problem. What is literacy?

As the editors of *Adult Literacy in America* discovered, there are diverse definitions of literacy (signing one's name, completing five years of school, or scoring at a particular grade level on a school-based test) and many traditional approaches to measuring it (performance of single tasks or combining the results from diverse tasks into a conglomerate score) that prove arbitrary or unworkable in modern assessment methodology.[1] Later, through a "consensus process," they adopted the following practical definition.

> Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.[2]

This definition, while useful for testing and statistical purposes, represents a modern narrowing of the concept and, especially for the humanities, a loss of part of its essential historical meaning. In this essay, "literacy" connotes not only skill in performing such tasks as locating specific information in a text, matching low-level inferences, synthesizing information from complex or lengthy passages, and using specialized knowledge, but also, as in earlier writers (Johnson, Lamb, Shaftsbury, Scott, etc.),[3] familiarity with literature, or what Bloom and Hirsch refer to as the canon.[4] The *Oxford English Dictionary* defines the term as, "The quality or state of being literate; knowledge of letters; condition in respect to education." Only later does it add, "especially ability to read and write." The first meaning the OED gives under "literate" is, "aquainted with letters or literature, educated, instructed, learned." The word is recorded in this sense as early as 1432. Understood as both skill "in using printed and written information to function in society" *and* as familiarity with the Great Books of Western civilization, it is clear that literacy is on the decline among entering freshmen in very late twentieth century America. Innumerable learned papers in academic journals, as well as a recent outpouring in the popular press,[5] give the grim statistics on illiteracy in writing, reading, and textual analysis. Any teacher of literature above the age of fifty or a broadbased survey of primary and secondary school reading lists can confirm the wholesale collapse of literacy, in the older canonical sense, among American students. How does one account for this in an age of duplicating machines, computerized research facilities, and free, accessible lending libraries?

I. Causes of the problem: an overview

In the present academic climate, writing candidly about the causes of this crisis in American higher education means risking having umbrage heaped upon one's head and being labeled "incorrect" or worse. The trend increasingly among nonconfrontational educators is to excoriate a "safe" cause, such as television, and avoid mentioning anything that could offend anyone's agenda. Certainly the thousands of hours of television watching to which the "latch-key generation" subjects itself can be considered a negative influence on their usage and intellectual discipline. But there are other forces working against literacy about which one seldom reads in *College English* or the *PMLA*. What follows is an unapologetic overview.

1. The proliferation of audio-visual technology and devices.

Although it pains teachers of English to admit it, experience of the written or printed word has become passe for many young Americans. Many enjoy neither reading nor writing, nor do they really anticipate occasions when they will have to plough through such traditional genres as epics and full-length novels or write a five-page letter. The telephone, television, multiple-choice examinations (marked by Scantron), "pre-written" cards, films, videos, "instant" cameras, "head sets," computer games (i.e. Mortal Kombat, etc.), to say nothing of thought-obliterating rock, heavy metal, and rap pounding into their soon-damaged ears make the quiet interior struggle for verbal self-expression obsolete, if not futile. Instant fascination, achieved by bombardment of the eyes with larger-than-life cinematic images, and of the ears by thundering orgiastic noise, has replaced earlier generations' delight in verbal music, word play, and inventiveness. Pop culture fosters a kind of technology-based hedonism, which, like all hedonisms, gluts, then jades the senses, ending in lethal excess. Decadence is hardly new. History suggests a connection between falling standards and run-away self-indulgence.

2. Processing students rather than teaching them.

This is a delicate and complex issue--a matter of professional responsibility, conscience, and perhaps self-betrayal, with deep and mangled roots. Among these are: teacher burn-out, a trade-unionist mentality (more concerned about preserving jobs than preserving high quality instruction) in faculty associations, nihilistic, radical rejection of traditional grading systems, open-enrollment at the college level, inflation of grades to allow substandard students to participate in athletic competition, overload teaching for increased income, "puffing" grades to suggest classroom "effectiveness," laziness, and reverse discrimination--an especially cruel hoax on minority students who most need vocational commitment and outreach. No experienced teacher today can assume that students who hold a high school diploma (or GED), or, worse, who have achieved a pass in the first semester

of a year-long course, have in fact received the foundation on which advanced study depends. This necessitates costly, time-consuming but theoretically unnecessary "back-teaching"--sometimes to elementary school levels.

5. Bloom and Hirsch, in *The Closing of the American Mind* and *The Dictionary of Cultural Literacy*, both speak eloquently of the assault on the canon of English and American literature made by extremists with radical feminist, deconstructionist, Marxist, gay-lesbian, multicultural, anarchist, PC, black nationalist, Latino, and anti-Christian agendas.[6] The result, Yale professor Harold Bloom points out in his recent book mourning the demise of the canon,[7] is that great texts have been tossed out because they were written mostly by dead, white, Euro-centric, heterosexual males, and, to use his gentle word, merely "periodical" texts have been included in the name of diversity and inclusiveness. A comparison of textbooks in long use before these revisions were made (between the early 1970's and the present) and those presently in use explains why students entering college in the 1990's are ill-prepped for literature courses and why they lack even a rudimentary *Zeitgeist*. Standard curricula until the Viet Nam era guaranteed that competent high school graduates had read, among British authors, Malory, Shakespeare, extensive passages of the King James Bible, Chaucer, Milton, Bunyan, Dryden, Pope, Burke, the Romantic Poets, Scott, Dickens, Thackeray, Eliot, Tennyson, Browning, Kipling, Conrad, Shaw, and many others; among American authors, Jefferson, Franklin, Tom Paine, Hawthorne, Poe, Emerson, Thoreau, Cooper, Longfellow, Whittier, Twain, Melville, Henry James, Crane, London, O'Neill, Hemingway, Frost, Steinbeck, Arthur Miller, and others. It would be a rare freshman who walked into an English class today knowing even half of these names. My experience suggests that the majority have not read a dozen novels, a Greek, Roman, or Elizabethan play, or a handful of poems. Undergraduate apathy becomes explicable when one realizes that an average community college class listens to literary discourse through a profound cultural vacuum.

4. Third World immigration and bilingualism.

America is and always has been a nation of immigrants but, until fairly recently, a well defined canon and instruction in English alone assured and speeded up both assimilation and literacy. This is still largely the case--conspicuously so among recent Russian, Korean, and Taiwanese newcomers--, except among the Spanish-speaking. Recent articles in leading newspapers and periodicals demonstrate that twenty years of bilingual education have impeded the "mainstreaming" of Spanish-speakers, the only group for whom this alternative educational structure was ever created.[8] Whatever the original mission of bilingual programs might have been, they have become a costly (10 billion dollars annually), self-perpetuating detriment to Latino aspirations to this country. Despite this failure, bilingualism continues under "enforced ethnic solidarity" and pressure from teachers of such programs. In New York City (1993), the cost of keeping this "bureaucratic monster"

"chugging along" was 300 million dollars. In return for this expenditure, the City got higher drop-out rates, lower reading levels, and virtual segregation of Hispanic students in all its bilingual elementary and high school programs.

5. Decline of the essay as the pre-eminent academic genre.

Instructors of composition have observed for over twenty years that more and more entering freshman have not been trained by the public secondary system to write three-part (beginning, "body," conclusion) essays. Rhetoric, as a subject, has not been taught in high schools for at least 30 years. Logic, argumentation, textual/statistical/scientific substantiation of allegations, explication, even comparison/contrast are very nearly or entirely unknown to most first-year students. Ironically, since most college libraries are now computerized, the majority of students do not know how to use secondary sources or conduct research. Many have never attempted a paper of more than 300 words and they do not, therefore, know how to develop an idea, complete an analysis, or prove a point. Rarely do they understand how to revise a rough draft or how to improve their prose style.

6. Ignorance of grammatical concepts and editorial remarks.

One of the worst frustrations of composition teachers on the college level is that their students are largely ignorant of grammar and of the terms editors use to point out grammatical error. The majority have never diagrammed a sentence, conjugated the basic irregular verbs in English, inflected (declined) the personal pronouns, defined the tenses, or comprehended the paragraph. Essential terminology (subject-verb agreement, diction, parts of speech, punctuation, syntax, sentence, fragment, run-on, dependent/independent clause, misplaced modifier, split infinitive, dangling participle) is virtually a foreign language to them. This forces instructors to suspend college-level work to go back ("back-teaching") and lay a foundation in literacy that ought to have been laid between the fourth and twelfth grades.

7. Abandonment of foreign language requirements. During and after the disappearance of grammar from grade and secondary school, college teachers could still assume that their students had had some exposure to grammar and linguistics because they had been required to study a foreign language for two or three years to earn an academic degree. By the early 1970's, foreign language requirements began dropping from high school curricula, even in Catholic schools, in the wake of Vatican II. By the 1990's, only 20% of American colleges and universities still required the study of a foreign language for the baccalaureate degree. The disappearance of such requirements, along with the absence of instruction in English grammar in high schools, results in incoming classes nearly half of which require remediation. (N.B., the GED has never required study of a foreign language)

8. Glamorization of *macho* illiteracy in adolescent culture.

Since Brando rode off into the sunset on his motorcycle in *The Wild One* (1954) (James Dean , in *Rebel Without a Cause* (1955), would be an equally good example), Hollywood, television, and the mass media have glamorized the inarticulate-literate stud as a cultural icon and denigrated the articulate-literate intellectual as a fundamentally un-American elitist and snob, occasionally as a fop or misfit. This stereotyping is pronounced in rock and heavy metal lyrics, and in gangsta rap, where illiterate usage is equated with manliness and racial pride. Black sit-coms, commercials, talk-shows, interviews, late-night videos, films, and recordings have almost established Black English (which does not observe the norms of standard English) as a second and equal national idiom, at least in the black community. So feared is the charge of racism that even the educated, in an educational situation, are reluctant to point out that bad grammar is bad grammar, and that it does not advance the careers of Black people or of Black culture any more than it did the careers of European immigrants and blue-collar whites.

II. Extent of illiteracy at the college level in the late 20th century

Adult Literacy in America (1933), using a rather narrow definition of literacy (the percentages would be lower if the literary aspect were included) reveals some depressing statistics. "Twenty-one to 23%--or some 40 to 44 million of the 191 million adults in this country--," the authors write, "demonstrate skills in the lowest level of prose, document, and quantitative proficiencies."[9] They also report that Black, American Indian/Alaskan Native, Hispanic, and Asian/Pacific Islander adults were more likely than white adults to perform in the two lowest literary levels. Summarizing their findings by race/ethnicity, they state (p. 32): "The average literacy of white adults is 26 to 80 points higher than that of any other nine racial/ethnic groups reported here."

The New Jersey Basic Skills Council, using standard placement tests, such as the NJCBSPT, minutely studied the literacy of entering students at all public community colleges, four-year colleges, and universities. The Council reached conclusions similar to those Kirsch and his group reached for the nation as a whole. In 1987, 44% of entering full-time students "lacked the proficiencies needed to begin college courses that have freshman-level expectations in reading." In the county/community colleges this figure rose to 49% in reading, 41% in writing skills. In 1989, Bergen Community College (Paramus), one of the stronger Basic skills programs in the state system, identified 48% of its incoming full-time students as needing remediation.[10]

Despite the best efforts of the state, and of the participating administrations, the New Jersey Basic Skills Council concluded (p. 1), in 1991: "The percentage of students in need of remediation has not diminished significantly since the start of basic skills testing in 1978."[11]

In 1992, the Educational Testing Service (ETS) showed a disheartening trend in adult literacy proficiencies of its survey cohorts.[12] Using the NALS (National Adult Literacy Survey) data, ETS compared the performance of 21- to 25-year -olds assessed in 1992, and second with 28- to 32-year-olds assessed in 1992, who were 21 to 25 years old in 1985. The comparison was limited to groups who were living in households at the time of both surveys, adults in prison were excluded to make the samples more comparable. ETS found that the average prose, document, and quantitative proficiencies of America's young adults were lower in 1992 than they were seven years earlier. While 21- to 25-year olds assessed in 1985 demonstrated average proficiencies of about 293 on each of the literary scales, the scores of 21- to 25-year-olds assessed in 1992 were 11 to 14 points lower: 281 on the prose and document scales and 279 on the quantitative scale. The average proficiencies of adults aged 28 to 32 who participated in the 1992 survey were also lower than those of 21- to -25-year-olds in the earlier survey, by 10 to 11 points across the three scales.

While many factors seem involved in these discrepancies, ETS tentatively identified 1) changes in the composition of the young adult population, 2) doubling of the young Hispanic percentage of the population in the time period (from 7% in 1985 to 15% in 1992), and 3) a significant increase of Hispanic individuals who were born in other countries and are learning English as a second language as the root causes.

III An approach to overcoming illiteracy

In this Prolegomenon, it is not possible to do more than list the steps this writer believes would reduce illiteracy. Each deserves protracted discussion and justification.

1. Immediate scrapping of bilingualism on all levels of public education.

2. Replacement, in primary schools (K--8th grade), of the so-called " associative learning" method of teaching reading by "phonics."

3. Constitutional Designation of English as the official language of the United States.

4. The requirement that Puerto Rico accept English as one of its official languages, and as the language of government, as a condition for statehood.

5. Re-establishment of a fair-minded, open-ended canon of great texts reflecting the Western literary heritage. The selection of such texts, subject to periodic review, is to be determined by literary merit alone, rather than by race, ethnicity, gender, sexual-orientation, class or national origin of their authors.

6. The restoration of courses in grammar and rhetoric to the primary and secondary school curricula.

7. The use of more and longer writing assignments, with an aim at achieving mastery of the scholarly essay by the 10th or 11th grade.

8. Restoration of categories (general, technical, commercial, academic) and core course requirements to high school degree programs. The academic diploma would require at least two years of foreign language study and a state examination demonstrating minimum proficiency.

9. Elimination of the "social" pass for students who do not perform adequately on an objective, standard "exit exam," such as the New York State Regents Examinations, at the end of the second semester of composition.

10. Reduction of remedial, non-credit-bearing courses in state colleges from four to one semester.

11. Demonstration of fluency in written and spoken English as a condition for naturalization and "permanent resident alien" status.

12. Funding and encouragement of debate societies, forums, discussion groups, and theatrical presentations in public schools.

13. Parental commitment to decent, literate usage in the home. Parental control of access to MTV, videos, cable network, radio, and of obscene, illiterate, criminal, and otherwise objectionable and meretricious material--to the extent possible in this era.

14. Maintenance and/or establishment of "writing centers" (or "clinics") in all two- and four-year state colleges, in which substandard students can seek individualized tutoring.

Princeton, New Jersey 7 November 1994

NOTES

[1] Irwin S. Kirsch, Ann Jungeblut, Lynn Jenkins, and Andrew Kolstad, *Adult Literacy in America: A First Look at the results of the National Adult Literacy Survey*, Second Edition (Washington, D.C.: United States Government Printing Office, 1993), pp. 1-4.

[2] Kirsch, *op. cit.*, p. 2.

[3] C. T. Onions *et al.*, eds., *The Compact Edition of the Oxford English Dictionary*, Volume I (Oxford, London, New York, etc.: Oxford University Press, 1971), p. 1638. Hereafter, OED.

[4] Allan Bloom, *The Closing of the American Mind* (New York: Simon and Schuster, 1987), pp. 25--43, *passim*.

[5] See for example:
Patricia Mangan, "Bi-lingual ed stirs furor," in *The New York Daily News* (Friday, October 21, 1994), p. 51.
John Leo, "Bilingualism: *Que passa?*," in *U.S. News and World Report*, Volume 117, No. 18 (November 7, 1994), p. 22.
Bob Greene, "Our broken English needs fixin'," in *The New York Daily News* (Wednesday, August 24, 1994), p. 50.

[6] See Note 4, above.

[7] Harold Bloom, *The Western Canon: The Books and School of the Ages* (New York: Harcourt Brace and Company, 1994), pp. 15-41.

[8] See Note 5, above, and:
Sam Dillon, "Report Faults Bilingual Education in New York," in *The New York Times*, Volume CXLIV, No. 49,855 (Thursday, October 20, 1994), pp. 1 and B4. Dillon makes clear that, while there are bilingual programs in New York City for students who speak Korean, Haitian Creole, Russian, Vietnamese, French, Greek, Arabic, and Bengali, none has been as long-running nor as comprehensive as the program in Spanish, which runs from Kindergarten to grade 12 and shows the lowest transition to English. Only five of ten Spanish-speaking students test out (of the Program) in three years, the report indicates. Dillon further notes that the Los Angeles Unified School District issued a report critical of efforts to educate students with limited English, according to the National Association for Bilingual Education.

[9] Kirsch, *op. cit.*, pp. xiv and 32.

[10] Gerald Sircus, "Corrections in Basic Skills Effectiveness Report," letter to Dean Michael Redmond, Bergen Community College (October 18, 1991), Table C, p. 2. Unpublished.

[11] Anthony D. Lutkus, *Director, New Jersey Effectiveness of Remedial Programs in Public Colleges and Universities*, Fall 1987--Spring 1989 (Trenton: New Jersey Department of Higher Education, 1991), p. 1.

[12] Kirsch, *op. cit.*, pp. 22-25.

Defending Literacy: with Particular Consideration of the Community College

Geoffrey J. Sadock, Ph.D.

The Prolegomenon of this paper is an attempt to define literacy (in both its traditional sense and in the narrower sense used by educational testers) and to assess its decline among entering students in American two- and four-year colleges and universities. What follows is a summary of the problem and its proposed causes; an evaluation of the changes in public higher education that are taking place in the wake of the Republican-Conservative congressional landslide in November of 1994; and a consideration of measures designed to halt and reverse the present headlong slide into national illiteracy.

"Literacy," defined in the traditional way, is difficult to gauge. Its benefits are not apparent in late 20th century life; it seems not to impact upon the vocational performance of an increasingly technological work force; and radical feminists, deconstructionists, multiculturalists, Black nationalists, and others welcome the demise of such concepts as "great literary works" and "the Western canon." On the other hand, "literacy," defined as "skill in using printed and written information to function in society," is readily quantifiable; impacts directly upon employees' performance in the work place; and seems sufficiently gender-neutral and inclusive to rouse the concern of

the whole community. The debate has, therefore, focused on declining SAT, NJBSPT, CLEP, and other test scores. That these scores have plummeted during the last 20 years is now established beyond a reasonable doubt. The work of Kirsch, Lutkus, Goldman, and many others has provided statistical proof of the worsening illiteracy of ever-larger cohorts of high school graduates and entering college freshmen.[1] The popular perception of this dilemma has found expression in bitter, almost unending outcries for reform in the daily newspapers and weekly magazines.[2]

While there is little debate about the rise in illiteracy, there is broad and highly politicized debate about its causes. With many variants, the arguments fall into three definable categories: 1) Nurture -- our educational institutions, from kindergarten through the 12th grade, are culpable because of authoritarianism, mediocre teaching, inadequate "resources," crumbling buildings, and insufficient funding; 2) Nature (genetics) -- a democratic, compassionate society has mischanneled its wealth and failed several generations of students since the 1950s by hypocritically denying the unteachability of certain elements (Black, minority, etc.) in the American population;[3] Social Science -- the whole culture is so shot through with racism, bias, exclusion, and disenfranchisement that, even if standard literacy tests were valid for certain groups, their results represent nothing more than the injustice of the system and the need to go on opposing it with affirmative

action, non-stigmatizing grades, and open access (and maintenance) in higher education -- despite the demonstrable need/expense of massive taxpayer-funded remediation.[4]

I.

Each of these arguments offers its own tortuous rationale and solution. The first, that our pedagogical assumptions and educational institutions are wrong-headed, archaic, and under-funded, has been voiced at least as far back as the 1930s, when John Dewey's "progressive" and relativistic theories gained wide acceptance and began influencing the public school system.[5] Dewey argued that truth was evolutionary rather than transcendental and absolute, and that education was a tool (or instrument) which should enable the citizen to integrate his culture and vocation in a pragmatic manner. His emphasis on democracy, social conscience, and experimentation rather than on "absolute" knowledge and rigid grading, has produced many of the practices that characterize American public education at the close of the 20th century. Among these are: the widespread inflation of grades,[6] the "social" pass, suspicion or rejection of objective test scores (i.e., SAT, BST, CLEP, etc.), abandonment of traditional, particularly religion-based primers, frequent revision of curricula to assure "relevance" to students' constantly-changing social circumstances, resistance to discriminating between intellectually accomplished and mediocre

students -- even when meritocratic principle would justify such discrimination, and greater concern for the social harmony of a class than for the realization of each individual's intellectual potential. Although Dewey cannot be blamed for all the liberal excesses of the present system, many of them are the logical outgrowths of principles he advocated. These include: a steady watering-down or emptying of content in humanities courses; the widespread refusal to differentiate, based on academic performance and/or examinations, among secondary students who should be directed into general, technical, commercial, or college-preparatory programs; and a pervasive anti-intellectual-elitism in all but the most celebrated technical and performing arts high schools. Access to the college classroom, even when an applicant can demonstrate neither the achievement nor the potential of a viable undergraduate, is now so much taken for granted as a citizen's right -- rather than an *earned* privilege -- that few counselors are willing to say to a would-be freshman, "You're just not college material." Ironically, the erosion of standards in testing both skills and acquisition of "hard" knowledge has been, under Dewey's continuing influence, accompanied by unprecedented expenditures on public education: America, at the end of the 20th century, spends more money than any other industrialized nation for less literacy. The children of foreign nationals who have attended American high schools are

regularly "left back" two to four grades upon re-enrolling in European, and, especially, Japanese schools at home.

The second argument, that race (genetics and biology) explains the current crisis in American education as well as the significant disparity among testing cohorts, is perhaps best exemplified by Charles Murray and Richard Herrnstein's *The Bell Curve* (1994). The argument is hardly new. It has roots in late 19th and early 20th century thought, in such writers as Joseph Arthur Gobineau, Herbert Spencer, H. S. Chamberlain, Carl Vogt, Otto Weininger, and Eugen Fischer.[7] In their own time, they were considered respectable theorists. Freud, who considered himself a scientist, not only read their work but also, as Bram Dijkstra makes clear,[8] confided in Weininger, much to the displeasure of Wilhelm Fleiss.[9] Today these men are associated with the brutality and psychopathology of European imperialism (as in Joseph Conrad's *The Heart of Darkness)* and with the monstrous crimes of the Third Reich. If they are mentioned in academic discourse at all, it is almost obligatory at once to excoriate their racism and pseudoscientific allegations.[10] Yet their insistence that a "large genetic component" lies at the root of such problems as differences in intelligence, "primitive" culture, and disproportionate percentages of poverty, imprisonment, and dependence on government aid among Black and other non-white people has never been wholly discredited by Western culture nor by reactionary elitists, such as T. S. Eliot,

Ezra Pound, and B. F. Skinner.[11] In America, since the 1960s, it has become extremely unfashionable to examine their "dangerous and inflammatory" suggestions on the relationship between class, race, genes, and intelligence. The "equalitarian dogma," democratic tradition, and conviction that we can fix whatever is wrong with society by pressing for radical environmental and political changes all bridle at the thought of innate and ineradicable differences among the races.

So offensive has such a notion seemed that *The Bell Curve* is only the second serious attempt to discuss race and illiteracy in the last third of this century. In 1969 Dr. Arthur R. Jensen published "How much can we boost IQ and scholastic achievement?" in *The Harvard Educational Review*.[12] The 123-page article drew a firestorm, won headlines in the mass circulation media, was reprinted in *The Congressional Record in toto*, and was introduced as evidence by Southern school boards fighting desegregation suits. It formed the basis of several White House policy discussions.[13] Written by an influential educator and published in a prestigious journal, the article was the most sophisticated presentation of the longstanding contention that Blacks are genetically inferior. Although there are too many separate issues to recount here, the core of Jensen's argument is summarized by Thomas and Sillen:

> Jensen reviews the psychological and educational literature indicating that blacks as a group score lower [by @ 15 points] than whites on standard IQ tests. He concludes that the difference cannot be explained only by environmental factors, such as

> poverty, discrimination, poor nutrition, and inferior schooling. Rather, he insists that genetic factors must also be "implicated." The average racial difference in inborn intelligence, Jensen further asserts, is not only quantitative in terms of IQ scores, but also qualitative. That is, he hypothesizes two genetically distinct intellectual processes which he labels Level I (associative ability) and Level II (conceptual ability). Jensen says that Level I, which is more proficient for rote learning and simple memory, is typically found among blacks, while Level II, which is more proficient for creative thinking and problem-solving is characteristic for whites. In Jensen's view, attempts to provide compensatory education for disadvantaged children have "failed" because they were based on the assumption that blacks could attain the same level and quality of intelligence as whites.[14]

Jensen was immediately set upon by his colleagues, who loudly and virtually unanimously decried his conclusions, methodology and statistical analyses, and even his summaries of earlier studies.[15] Some, such as Professor Lee Cronbach of Stanford University, and Professor Martin Deutsch of New York University, accused Jensen of manipulating heritability data, making erroneous statements, and distorting research reports. Dr. Cecil B. Brigham, noted Princeton psychologist, whose cited 1923 study anticipated Jensen's conclusions but whose 1930 repudiation of his own work Jensen failed to note, was remembered and praised for his "admirable" self-criticism by scholars working in the early 1970s.[16] Under death threats by several militant groups, as well as professional censure, Jensen withdrew from the debate, his name becoming synonymous with pseudoscientific myths and intellectual dishonesty.

In light of the opprobrium Jensen suffered and the fact that Murray and Herrnstein cover similar ground and reach similar conclusions, the question to be asked about *The Bell Curve*, is, what is new? Why did Murray and Herrnstein hope to retain their scientific, if not their social/political respectability 25 years after the Jensen debacle? Jason De Parle, writing in *The New York Times* ("Daring research or 'social pornography'?") provides several answers by mixing personal impressions of Charles Murray, the man [Herrnstein died in 1994 at age 64], with a review of the book's thesis and implications.[17] Although De Parle is loth to admit it, *The Bell Curve* and Murray's earlier book, *Losing Ground* (1984), are respectable from a methodological point of view. Of the latter he writes, ". . . the book . . . eroded the assumptions guiding American social policy. With 236 pages of charts and tables, it lent an aura of scientific support to an old suspicion -- that welfare and other social programs cause more problems than they solve" (p. 48). Later De Parle writes, "Even his [Murray's] most bitter enemies concede his formidable intelligence . . ." (p. 50). Unlike Jensen, Murray and Herrnstein seem not to be eager to embrace a conclusion that justifies a preconception. "They hedge their bet slightly," notes De Parle, "saying the evidence 'suggests, without quite proving, genetic roots' for part of the black-white difference. They even call the debate over genes a distraction from the more important issues" (p. 51). Elsewhere he uses such expressions as

"thick with statistics yet accessible, even lively, and steeped in good intentions," includes "eight chapters of original research designed to correlate low IQ with a variety of social problems . . .," "careful," and "they cite a . . . plurality of psychologists [who] indicated that genetic factors helped explain racial differences." *The Bell Curve* also acknowledges that "IQ tests have been used to support 'outrageous social policies,'" including the spread, by 1917, of forced sterilization laws to 16 states.

The persona Murray projects is also strikingly different from that projected earlier by Jensen. "The words are harsh," says De Parle, "but the voice is genial and oddly reassuring, suffused with regret" (p. 48). "Murray's persona in print is that of the burdened researcher coming to his disturbing conclusions with the utmost regret," yet he has the "ability to express, through seemingly dispassionate analysis, many people's hidden suspicions about race, class and sex. His writings comprise a kind of Michelin guide to the American underpsyche" (p. 50). Good will, disclaimers, a beguiling tone, and scientific procedure make *The Bell Curve* a far greater threat to the "equalitarian dogma" than Jensen's *Harvard Educational Review* article. Finally, predictably, because of the perceived tyranny of political correctness[18] behind many office and living-room doors, *The Bell Curve* has "all the allure of the forbidden."

Youth are likely to be drawn to it simply because it opposes the received wisdom of the political and academic establishments.

The third argument about illiteracy is raised almost exclusively by militant Blacks (especially by Black nationalists and Muslims) and, to a lesser degree, by radical feminists, deconstructionists, Third World advocates, and Hispanics. It holds that White Eurocentric notions of intelligence, testing, and literacy are invalid across a multi-cultural and "inclusive" spectrum. The inherited psychological and intellectual damage of nearly 300 years of slavery and segregation, institutional victimization, and exclusion, the argument goes, leaves America with an inexhaustible burden of guilt and an obligation to guarantee equality by whatever means -- long-term social engineering, time tables, quotas, set-asides, and preferential treatment ("reverse discrimination") -- necessary. Entitlement, rather than competence or, as affirmative action at first proposed, equality of opportunity, thus becomes the mechanism of advancement.[19] Proponents of this view regard entrance requirements, objective grades, the cost and relative ineffectiveness of remediation, and mounting complaints against policies that reject better qualified White applicants for jobs, promotion, and college-entrance in favor of less qualified persons of color with disdain. Since the injustices minorities have suffered in this country are grievous and longstanding, and since White culture's standard of literacy is patently worthless,

the least the U.S. can do in the wake of the civil rights movement is compensate its victims -- or their descendants -- by providing access and credentials. Illiteracy pales in the glare of moral indignation.

Although the third argument regards illiteracy, its causes and its cure, as a matter of social science, its underlying assumption -- that illiteracy results from environment ("nurture") -- is borrowed from the first argument. The difference is that radical liberals, their minds, as Jim Sleeper writes, "addled by leftist ideologies and conceits,"[20] call for pulling down all existing standards, admission qualifications, and curricula. The aspect of their thesis most offensive to rational thinking is perhaps their insistence not only upon the collective but also the *ongoing* guilt of White America. Shelby Steele, Roy Innis, Alan Keyes, and other Black conservatives are bold in pointing out that it is a mistake to imagine that most late 20th century Whites feel guilty about past discrimination, or that those who *do* can supply endorsement of entitlement policies indefinitely.[21]

II.

It is clear that the causes of growing illiteracy are numerous and fiercely debated. Less difficult to estimate are the changes in attitude and policy that have been in play since the Conservative-Republican landslide in Congress in November of

1994. The roots of the "sweep" are too numerous and complex to be considered here but that widespread discontent with public spending on education is an essential aspect is undeniable. Cuts to education in general, and to radical-liberal experiments in "access" and "equity" in particular, were among the first acts taken by the newly-elected governors and legislators. The changes are most noticeable in large municipal college systems, such as City University of New York, in multi-campus state universities, such as the State University of New York, The University of Massachusetts, The University of Michigan, and The University of California, and in public community colleges. The chancellors and presidents of such institutions have been told to prepare for budget cuts of up to 25% and to rethink their policies on open admissions, college-level remediation, course content, "fudging" grades, special interests, protracted years of study,[22] special programs for unwed teen mothers, faculty accountability, the "fraud" and "hoax" of social promotion, and institutional direction. The changes called for are deeper reaching than even these appear to be; they extend to the mission and efficiency of the high schools -- which are perceived, with few exceptions, as egregious failures. CUNY Trustee, Herman Badillo, "a poor Puerto-Rican orphan who graduated [from] City College *magna cum laude*, as Bronx borough president fought open admissions in 1969, and who now oversees CUNY *and* the Board of Education (as Mayor Giuliani's adviser),"[23] sees the present

crisis on both levels, as "a golden opportunity to enhance CUNY degrees *and* the public schools' college-preparatory work."

Instead of accepting students who read at an eighth-grade level and spending years on costly remediation, as depicted poignantly in James Traub's *City on a Hill: Testing the American Dream at City College*,[24] Badillo proposes holding back and tutoring below-par children in elementary and middle schools, restoring objective examinations; eliminating remediation on the college level; and boosting illiterate underclass students' self-esteem by making them meet standards that command respect, rather than regarding them as victims in need of coddling and condescension. In California, the state university trustees have asked that the unclear distinction between secondary school and college-level achievement be sharpened and that high schools resume teaching subjects that are now found in freshman, sophomore, and even junior year curricula, especially in the community colleges. As a *Los Angeles Times* editorial put it:

> If high school subjects must be taught again, should the teaching not be done in high school rather than in college?[25]

In addition to changes in public spending on education, "downsizing" in faculties and degree programs, grading, promotion, scholarship aid, and remediation that are already underway, there are going to be "reviews," from the White House to governors' boards, to state and municipal legislatures, of major policies dealing with illiteracy. These include

affirmative action (about which there is a furious debate and which provokes 1960s-style demonstrations almost daily),[26] open enrollment, bilingualism, "goals and timetables" (i.e. quotas) to engineer "diversity" in the work place, race-based admissions, and the credibility of our degrees, and programs designed, as Murray and Herrnstein write,"[27] to assure the illiterate "a place as a valued fellow citizen," once he or she has been denied admission to a tax-supported college.

III.

The measures needed to halt and reverse this country's slide into illiteracy will certainly have to be more than cosmetic; some will prove draconian and will stir up vociferous, acrimonious protest. But, as John Leo writes,[28] we have reached a divide between the American creed and the radical-liberal agenda where "something has to give." The first part of this paper lists 14 measures that would reduce illiteracy. The most important of these are: the reintroduction of grammar; scrapping bilingualism and Constitutionally declaring English our only official language (likely in the present political climate); reinterpreting affirmative action so that, by banning preferences by race, gender, ethnicity, and religion [Title VII, Section 703(j)], it fosters, as it was intended to do, "colorblind equal opportunity" based on merit; re-establishing a fair-minded, open-ended canon of texts selected on literary excellence alone;

returning remediation, "foundation" learning, and differentiated (general, technical, commercial, and academic/college-bound) degree programs to the high schools; elimination of grade-inflation and the "social" pass at all levels of instruction; the development and use of standardized examinations to determine both degree-track and advancement; and the involvement of parents (or surrogates) who are responsible enough to turn off the TV and demand homework.

Listing these measures is easy enough. What is needed here is a rationale to force the undecided, the morally evasive, and the entrenched opposition to accept and implement them. Perhaps a starting-point can be found in appealing to professional self-preservation. While academics and administrators quibble about pedagogical philosophy and the subtleties of political correctness, the federal, state, and local government has *already* implemented reform, and intends to do more. If educators do not wake up to the profound discontent with the *status quo*, to the embarrassment of national illiteracy, and to the frustration of meritorious Whites who are "penalized" because of victim entitlement, they soon will find themselves without jobs, without the little actual power that has been *lent* them to shape policy and run institutions. Politicians, citing economic necessity and perhaps the bedrock American belief that a college education is an *earned* privilege, not a birth-right, will find ways to empower administrators who are more responsive to the will of the

majority. Liberals of the 1960s who were clever enough to finish their degrees, infiltrate the educational establishment, and then *become* the educational establishment, are neither irreplaceable nor perdurable. The political process, the work ethic, and credentials that command respect are.

A second appeal for these changes can be based on this country's political and economic credibility in the world marketplace. American technology, science, and medicine have remained viable precisely because the graduates of our medical schools and technological institutes have never gained admission, been "passed along," or awarded diplomas on the basis of entitlement or victim status. Illiteracy is simply not tolerated in those who aspire to such professions. Indeed, who would consult (much less undergo surgery by) a physician whose license represents nothing more than society's redress of social wrongs suffered by that physician or his ancestors? Would it were so in the humanities! Although political correctness has in a minor degree crept into the sciences, as biologist Paul R. Gross and mathematician, Norman Levitt assert in *Higher Superstition: The Academic Left and Its Quarrels with Science*,[29] it is in the liberal arts that it has wreaked the worst damage on course content, admissions policy, and academic standards. What Gross and Levitt refer to as "the radical transformation of the humanities disciplines," over the past two decades, was accomplished by "imported French intellectual fashions --most

notably the ideas of Michel Foucault and Jacques Derrida's literary deconstruction techniques -- [which] have been combined in this country with radical feminist critiques, Afrocentrism, and a kind of mystical environmentalism in an attempt to challenge the very idea of meaning in human expression."[30] They are not kind in their dismissal of the methods and agenda of such a coalition as "unalloyed twaddle," "hermeneutic hootchy-koo," and "magical thinking" -- in short -- a "con game." If it is a con game, it is one with grievous consequences: nearly half of the entering freshmen in community colleges, and better than a fourth in four-year institutions, are functionally illiterate and require one-to-four semesters of remedial work and tutoring. Billions of dollars have thereby been wasted on ineducable low-intelligence students, for many of whom, in Murray and Herrnstein's words, "there is nothing they can learn that will repay the cost of teaching." Still more billions are spent by industry on "re-"training graduates whose actual skills and knowledge fall short of the expectations suggested by their diplomas. The humanities, which once not only assured the passage of our cultural identity from one generation to the next but also nurtured the moral conscience of our leaders, are reduced, in Herbert's phrase, to "an insignificant blob," [31] in which neither *Lord Jim* nor a Cheerios boxtop is regarded as a privileged text.

A third appeal for implementation of these measures can be based on accountability and consumerism, or "truth in advertising." Since associate's degrees and the baccalaureate are increasingly perceived as (at best) roughly equivalent to the high school degrees of 30 years ago, or (at worst) as meaningless, why should students and taxpayers make sacrifices to pay for them? Why should students, additionally, delay their entrance into the "real" world, their acquisition of "real" (useful and remunerable) knowledge, to absorb "unalloyed twaddle"? Bluntly, if the "product" academe now offers the American public (except in its technological and medical schools) has no inherent worth, there is no reason to suppose the public will long buy it. Undergraduate enrollemnt is bound to fall if such a perception becomes fixed in the mind of the middle, lower, and underclass. Then, those who have supported programs and policies resulting in *rising* illiteracy, will find themselves not only without jobs but sitting alone in empty classrooms, a hollow wind blowing through dilapidated buildings on deserted campuses.

IV.

The debate about illiteracy and test score discrepancies will rage on. Meanwhile educators and administrators must cope with practical necessity. A final word about community colleges. If there is a front line in this battle for literacy, it is drawn right through the campuses of our community colleges. McGrath

and Spear point out, in *The Academic Crisis of the Community College*, that the community college has never really defined its identity and its objective.[32] Since the Republican Congress and many Republican governors, including Pataki of New York and Whitman of New Jersey, have a mind to cut spending on education, it is high time the community college define its role and justify, or reform, some of its present practices. At its best, the community college serves in two distinct ways: it allows university-level experience (and the hope of eventual transfer to four-year schools) to those whose economic circumstances and scholastic rank do not qualify them for admission to traditional baccalaureate programs; and it offers vocational-technical degrees (and certification) in such areas as nursing, radiology, hotel-motel management, dental hygiene, respiratory therapy, accounting, banking, business management, computer programming, commercial art, science technology, and horticulture (among others). Both functions fulfill the goal of producing "a valued fellow-citizen."

As the first part of this paper makes clear, however, open enrollment (based merely on holding a high school degree or GED) burdens the community college with a growing percentage of students who are not and probably never will be able to perform at college level. This necessitates the expenditure of millions of dollars on remediation, counselling, "mentoring" programs, repetition of courses, and "skills" staffs, who rarely teach

university courses. It forces the community college to determine who is and who is not "college material," a determination that should properly be made, first, in the seventh or eighth grade, and, later, confirmed in the sophomore or junior year of high school. Statistics suggest that every student who scores a passing grade on a Basic Skills Proficiency Test is *theoretically* able to perform in a composition course but, since grade-inflation and "processing" (the "social" pass) are endemic to the system, many below-par, borderline dysfunctional students are "mainstreamed" without a realistic hope of surviving. The same frustrating pattern is observable in mathematics. Since many community colleges will, out of misconceived kindness or social justice, allow a failing student to repeat courses *several* times, recording only his or her final passing grade, it is not uncommon to encounter students who have taken eight or more years to complete a two-year degree. This practice also falsifies both the student's grade point average and diploma, since he would long since have become a drop-out under normal ("real" life) circumstances.

Legitimizing and strengthening the community college depends upon the adoption of the following measures: demonstration, on a standardized entrance examination,[33] of at least 12th-grade proficiency in reading and mathematics; maintenance of at least a C (2.0) grade point average in *every* semester of a degree program; virtual elimination of remedial ("skills") courses;

elimination of English as a second language (ESL) (*all* applicants for admission would be required to take the same English proficiency examination); significant reduction in adjunct faculty hiring; greater articulation of two- and four-year college degree programs; reasonable time limits (two to four years) for completion of an associate's degree; and transcripts that show all courses taken and grades earned, including F's (or R's).

Dropping ESL and skills courses will prove a bitter pill for the community college to swallow. Most community colleges have tenured faculty in these areas; faculty associations (unions) are fiercely determined to defend both the principle of tenure and existing job "lines," and many who teach these subjects are dedicated and hard-working. But remediation is not a college-level subject and does not belong in institutions whose purpose is to produce transfer students or vocational-technical-commercial professionals. Remediation and ESL belong in the secondary school or in government-run programs for immigrants. Historically, non-English-speaking immigrants were required to prove that they had mastered the rudiments of English *before* they could become citizens. This must again become the norm. Only later, after they had studied English in a private, church- or community-supported course, and could demonstrate literacy on the *same* examination required of native-born citizens, could they aspire to a college education. Similarly, the GI Bill did not

send incompetents to our universities. It sent qualified veterans, who could not otherwise have afforded to study, to university, where, their test results suggested, they could not only survive but excel. The "downsizing" so necessary in this era could be accomplished at the community college by returning to the norms that served America so well in the past. The immigrants and veterans who persevered on this testing ground emerged with degrees that meant something. Why? The institutions that granted these degrees were in the business of educating, not conducting a sociological experiment.

Unlike private institutions, whose endowments allow them to follow pedagogical fashions, community colleges are wholly dependent upon public funding and tuition for their survival. If taxpayers perceive that their money is being wasted, and if potential students ("buyers") perceive that their degrees are of little or no value in the marketplace, the community college will go the way of Prohibition, the New Jersey Department of Higher Education, Head Start (and possibly affirmative action) -- another noble failed experiment. Its epitaph: "Here lies a community college. Its life was in education but it drowned in a morass of social engineering and political agendas."

Notes

[1]Irwin S. Kirsch, Ann Jungeblut, Lynn Jenkins, and Andrew Kolstad, *Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey*, Second Edition (Washington, D.C.: United States Government Printing Office, 1993), pp. 1-4.

Anthony D. Lutkus, Director, *New Jersey Effectiveness of Remedial Programs in Public Colleges and Universities: Fall 1987-Spring 1989* (Trenton: New Jersey Department of Higher Education, 1991), p. 1.

Louis Goldman, "The Betrayal of the Gatekeepers: Grade Inflation," in *The Journal of General Education*, Vol. 37, No. 2 (1985), pp. 97-121.

"Dr. Demo," "The Lowdown on Literacy," in *American Demographics* (June, 1994), p.6.

[2]See, for example:

Ying Chan and Patricia Mangan, "City Flunking on Regents," in *The New York Daily News* (Tuesday, March 7, 1995), p. 20.

Karen Avenoso, "SATs indicate ill-literacy," in *The New York Daily News* (Sunday, March 12, 1995), p. 13.

Mortimer B. Zuckerman, "Fixing Affirmative Action," in *U.S. News & World Report*, Vol. 118, No. 11 (March 20, 1995), p. 112.

[3]Charles Murray and Richard Herrnstein, *The Bell Curve* (New York: The Free Press, 1994).

See also:

Jason DeParle, "Daring Research or 'Social Science Pornography,'" in *The New York Times Magazine*, (Sunday, October 9, 1994, pp. 48-53, 62, 70-71, 74, 78, 79.

[4]Jim Sleeper, "Spending less for better City U and public schools," in *The New York Daily News* (Thursday, March 9, 1995), p. 43.

Patricia Mangan, "Student-promotion policy hit." *The New York Daily News* (Wednesday, January 25, 1995), p. 10.

Michael Finnegan and Denene Millner, "SUNY hones meat ax," *The New York Daily News* (Wednesday, March 16, 1995), p. 12.

[5]John Dewey, *The School and Society* (1899; rev. ed 1915); *Logic: The Theory of Inquiry* (1938; *Freedom and Culture* (1939); *Knowing and the Known* (with A. F. Bentley, 1949).

See also:

P. A. Schilpp, ed., *The philosophy of John Dewey* (1939); and Sidney Hook, *Education for Modern Man*, (1946).

[6]Mangan, *op. cit.*, p. 10.

[7]Joseph Arthur Gobineau, Compte de, *Essai sur l'inegalité des races humaines* (1853-55); English trans., *The Inequality of Human Races*, (1915).

[8]Bram Dijkstra, *Idols of Perversity: Fantasies of Feminine Evil in Fin-de-Siecle Culture* (New York and Oxford: Oxford University Press, 1986), pp. 104, 160, 163-172, 204, 209, 212, 218, 274-75, 278, 280, 368, 387, 401; see also Chapter VII, *passim*.

[9]Peter Gay, *Freud: A Life for Our Time* (New York and London: W.W. Norton, 1988), pp. 55-63, 78, 81, 82, 86-87, 154-55.

[10]An early and influential American exponent of race as the key to civilization and intellectual promise was Joseph LeConte, see his *Evolution: Its Evidences, and Its Relation to Religious Thought* [1888/1891]. 2nd rev. ed. (New York: D. Appleton, 1897).

[11]What today would be identified as stereotypical racist preconception long remained in medical, psychiatric, and psychological literature. See Alexander Thomas and Samuel Sillen, *Racism and Psychiatry*, Intro. Kenneth B. Clark (Secaucus, NJ: The Citadel Press, 1972), Ch. II, *passim*.

[12]Arthur J. Jensen, "How much can we boost IQ and scholastic achievement?" *The Harvard Educational Review*, Vol. 139 (1969), pp. 1-123.

[13]John Neary, "A Scientist's Variations on a Disturbing Theme," in *Life*, Vol. 68, No. 22 (June 12, 1970), pp. 58b-58d,61,62,64,65.

[14]Thomas and Sillen, *op. cit.*, p. 31.

[15]An exception was J. J. Eysenck, in *Race, Intelligence and Education* (London: Temple Smith, 1971), who defended Jensen.

[16]Thomas and Sillen, *op. cit.* p. 36.

[17]De Parle, *op. cit.*, pp. 48-53, 62, 70, 71, 74, 78, 80.

[18]Richard Bernstein, *Dictatorship of Virtue: Multiculturalism and the Battle for America's Future (New York: Alfred Knopf, 1995).*

See also: David H. Hirsch, "Leaning Left from the Far Right" in *Academic Questions*, Vol. 8, No. 1 (Winter 1994/5), pp. 74-79.

[19]Shelby Steele, *The Content of Our Character: A New Vision of Race in America.* (New York: Harper-Collins Publishers, 1991), Intro. and Chapter I, *passim.*

[20]Jim Sleeper, "Spending less for better City U & public schools," in *The New York Daily News* (Thursday, March 9, 1995), p. 43. See also: Keith Walters, "Whose Culture? Whose Literacy?" in *Diversity as Resource: Redifining Cultural Literacy*, ed. Denise E. Murray. Alexandria, VA: Teachers of English to Speakers of Other Languages, 1992, pp. 3--25.

[21]See Steele, *op. cit.*, and E. Davis Brewer, Jr., "Presidential Hopeful Alan Keyes Speaks," *The Dartmouth Review*, Vol. 15, No. 18 (April 12, 1995), p.6.

[22]According to Sleeper, "Just 17% of Bronx Community College students graduate [from] that two-year school in less than [*sic*] eight years." See Note 20, above.

[23]*Loc. cit.*

[24]James Traub, *City on a Hill: Testing the American Dream at City College* (Reading, MA: Addison-West, 1994).

[25]Sleeper, *op. cit.*, p. 43.

[26]Al From, "In affirmative action, keep eyes on the prize -- equal opportunity," in *The Daily News* (Monday, March 20, 1995), p. 27.

See also: Gerald Parshall, "Corporate America's white, male hierarchy," in *U.S. News & World Report*, Vol. 118, No. 12 (March 27, 1995), p. 8.

John Leo, "On Society: Endgame for affirmative action," in *U.S. News & World Report*, Vol. 118, No. 10 (March 13, 1995), p. 18.

Dean Chang, Patricia Mangan, Chris Oliver, and Paul Schwartzman, "Violence erupts at CUNY Protest," *The New York Daily News* (Friday, March 24, 1995), 1-3.

[27] Murray and Herrnstein, *op. cit.*, p.70

[28]Leo, "Endgame," *op. cit.*, p. 18.

[29]Paul R. Gross and Norman Levitt, *Higher Superstition: The Academic Left and Its Quarrels with Science* (Baltimore: Johns Hopkins University Press, 1994).

See also:

Wray Herbert, "The PC Assault on Science," *U.S. News & World Report* (March 13, 1995), pp. 64, 66.

[30]Gross and Levitt, cited by Herbert, *op. cit.*, p. 64.

[31] Herbert, *op. cit.*, p.70.

[32]Dennis McGrath and Martin B. Spear, *The Academic Crisis of the Community College* (Albany: State University of New York Press, 1991), Chapter I, *passim*. See also, Howard Dickman, ed., *The Imperiled Academy*. (New Brunswick, NJ: Transaction Publishers, 1993.)

[33]Perhaps the ETS (Princeton, New Jersey) could devise a less demanding version of the SAT, designed for use by the community colleges, or accept lower scores on the present examination.

FINANCIAL DECISION MAKING DURING ECONOMIC CONTRACTION: THE SPECIAL CASE OF COMMUNITY COLLEGES

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INTRODUCTION

The United States was among the first nations to pursue the goal of schooling and education for everyone but the rise of the university has been gradual rather than sudden. It was not until the 1880's, slightly more than 100 years ago, that the modern university began to take shape in this country (Jencks and Riesman, 1968). One of the most obvious facts about higher education in this country in the 20th century, compared with other Western nations, is the swift and tremendous increase in size and scope of the university (DeVane, 1965). Since the end of World War II, higher education has expanded rapidly. In 1987, there were 1, 1788 four-year colleges and universities and 1,342 two-year colleges (The College Board, 1988). Perhaps more astonishing has been the growth of two-year colleges. Over one-half of all college freshman are now enrolled in two-year institutions (U. S. Department of Education, 1986). The United States today has a higher percentage of its people attending colleges and universities than any other nation in the world (U. S. Bureau of the Census, 1993).

Due to changing demographics, particularly the projected decline of the number of graduating high school students, it was expected that enrollments in colleges and universities would decline during the late 1970's and 1980's. The population of 18-21 years olds peaked in 1980 and had been predicted to decline steadily until 1985 when there would be gradual increases in this cohort (Frances, 1986), Accompanying this projected decline in enrollments would be declines in institutional financing. While the decline in the number of 18 to 21 year olds did occur, the decline in financial support of colleges and universities never really materialized. For many states, the 1980's were a watershed of funding for higher education. In New Jersey, funding between 1980 and 1990 increased 139.1% compared with the national average of 105.9% (Layzell and Lyddon, 1990). This unprecedented growth, combined with failure of

predicted cuts to occur, had left many educators appallingly unprepared for the fiscal attack on higher education in the 1990's. Because the budget decreases did not occur during previous recessions, many saw education as a sacred cow.

A recent U. S. Department of Education (1990) document points out that higher education is passing through a period of great change with a student population that is getting older, is becoming more ethnically diverse and is taking significantly longer to graduate. Perhaps because these students do not profile the traditional expectation of a college student, their presence has exacerbated the raising of questions regarding the functions and roles of colleges and universities. Four-year colleges and universities have only recently had to address the issues of educating the non-traditional student. Four-year colleges and universities were not initially under pressure to attend to the needs of these students, but as the number of traditional college students declined, these non-traditional students were often recruited to stem the tide of the projected declining enrollments and to broaden the traditional freshman student base.

Almost from their inception, community colleges have been required to address many of the challenges of the non-traditional and the inadequately prepared student. Community colleges have historically had a more diverse student body in terms of a social class, race, and ethnicity mixture. They also served the needs of more part-time students who worked full-time and could only attend classes on evenings and weekends. Gradually, the were also serving traditional aged college students who held off-campus jobs and/or who had family responsibilities. These students required many of the same services as traditional full-time students without generating the same revenues.

Additionally, community colleges have also had a student body with a wider range of abilities and have enrolled and continue to enroll more students whose

previous educational attainments have left them in need of costly remediation before they can embark on college level work. These students have created a growing need for expensive support services such as child care centers, tutoring and learning centers, and counseling support.

Coupled with this nontraditional student body, are external forces such as business and industry reporting needs for specialized training for careers that are rapidly changing. These local businesses have looked to colleges in their communities to assist with the retraining of workers. These local businessmen influence college decision making through their roles of hirer of graduates, contributions to the colleges, and membership on boards of trustees and advisory committees. Community colleges are expected to respond to these educational and training needs through both their academic degree and community education divisions. New program development, with additional start up costs, has often been expensive.

Compounding these changes have been the need of community colleges to modernize their facilities with costly technological innovations. One of the most critical problems facing higher education today is the problem of achieving and maintaining financial stability while creating and preserving vital academic programs. According to Richardson (1982:147-148), "this explosion of clienteles, services, enrollments, and delivery systems has not been matched by corresponding commitments of additional dollars from local, state, or federal sources."

While the amount of money spent by public sources has declined in real dollars, the enrollments of community colleges have risen. Almost 13 million students are now enrolled in one of over 3,000 American colleges and universities (U. S. Bureau of the Census, 1990). In 1992, two year-colleges enrolled 39 percent of all undergraduates, up from 27% in 1970 (U. S. Department of Education, 1992).

Community colleges occupy a peculiar position in the educational hierarchy in the United States. Jencks and Reisman (1968:481) initially referred to community colleges as "the anti-university colleges" and argued that the "public junior college began as a logical extension of the free public high school. Its aim was to provide high school graduates in a given district with two or more years of free education before they either took a job or went away to college." Community colleges were to be situated between secondary educational institutions and four-years colleges and universities. This situation has subjected community colleges to contradictory pressures rooted in its strategic location (Brint and Karabel, 1989). High schools that did not adequately provide for basic education of their students encouraged their graduates to get remediation at the community college. Four-year colleges would encourage students who did not meet basic their entrance requirements to enroll at community colleges and to consider transferring after completion of remediation.

The community college movement was founded at the beginning of the 20th century by William Rainey Harper, president of the University of Chicago. His vision of the community college was to create a level of higher education that would provide students with the opportunity to complete their first two years of the baccalaureate degree near their homes without having to go away to school (Pearsul, 1994). Unlike the current situation, these students were expected be academically prepared to undertake college level work. Their motivation for attending the community college was financial, that is, they could live at home for the first two years. This primary mission of providing for the first two years of college level courses remained steady until the 1970's when an increase in vocational enrollments occurred. Between 1970 and 1977, the proportion of students enrolled in occupational programs rose from less than one-third to over one-half (Blackstone, 1978). During this time, the federal government moved from providing over 6% of the community colleges' support to

8.4%. The increase in actual dollars was from $91 million to $256 million (Mertin and Brandt, 1979). Community colleges made up much of the fastest growing sector within the nonprofit sector of post-secondary education (Finn, 1977).

During times of economic expansion, the community college fared well, perhaps too well. In addition to refocusing on vocational training as a segment of their missions, they also expanded to include the remediation of students unprepared to do college level work and the extension of community education. Community colleges attempted to be "everything to everybody." It worked while resources were expanding. Many of the programs that developed and the administrative positions needed to oversee the programs actually duplicated similar programs in the community. For example, associate degrees were often extended to certificate programs of vocational schools without consideration as to whether the associate degree would enhance the incomes or opportunities of the vocational school graduates. Community colleges often only took on the burden of addressing the remedial needs of these students, an often more costly undertaking. Community colleges also expanded their services for students most at risk and with the greatest remedial needs. Lost was asking the question of whether or not a college education was for everyone. Rather, an assumption was made that it was. Community colleges also began doing adult education and proliferating community education course. Many of these courses were non-credit, but another foray into adult education was the policy to allow community members to continuously repeat courses in art and music for academic credit or as audits. Many of these courses had more community education adult learners than students enrolled in degree programs. Most of these courses required a restricted enrollment, usually smaller than the traditional class size, so that they tended not be be particularly cost-effective.

At the same time, Cohen and Brawer (1982) argued that another transformation

was occurring that was based on a changing student population. This new population was older, more likely to be part-time enrolled, more likely disadvantaged and had lower abilities.

As Paul Valery succinctly stated, "The problem with our times is that the future isn't what it used to be (Hayward, 1986:25)." In general, the impact of economic conditions on education has been of three types: short-term economic cycles, one-time events and recently, long-term trends (Frances, 1986). Periodic cut-backs in public support for higher education have occurred, but most of these have not required institutions to examine their raison d'etre. In most instances, these cut-backs were perceived to be temporary by faculty and administrators alike and were often made by cutting courses and deferring the purchase of supplies. It was generally assumed that social and political conditions would improve so that these "hold the line" approaches or "band-aid" repairs would suffice to weather the crisis (Gillis, 1982). Since these cuts affected most institutions of higher education, there was no need to examine the overall hierarchy. Since the other educational institutions were suffering the same situations, undue competition between sectors did not occur. Community colleges were not at a distinct disadvantage in comparison to other institutions. Today, while federal and state governmental educational cuts have ramifications on all sectors of education, community colleges are particularly susceptible to severe consequences. As secondary school and four-year colleges and universities attempt to identify new sources of revenues, they often identify the groups that have been served by the community colleges as potential candidates for their institutions. The community college is now occupying a position similar to the fairy tale position of the stepchild in the family.

Colleges and universities continue to enjoy a more privileged position in the hierarchy as a result of a number of factors. First, baccalaureate education institutions

are still considered to have the primary responsibility of education. For the first two hundred years of American higher education, the course of study was shaped by the pursuit of a baccalaureate degree with its historical emphasis on creating the "cultured person." As such, the degree was the passport to the learned professions (Project on Redefining the Meaning and Purpose of Baccalaureate Degrees, 1985). Cardinal Newman in his book, The Idea of a University described the role of the university:

> ". . . university training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power and refining the intercourse of private life. It is the education which give man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistic, and to discard what is irrelevant. It prepares him to fill any post with credit and to master any subject with facility. . . . (1941: 196)."

While higher education may be under attack and many critics argue that education is no longer meeting these purposes, there is a cry for reform rather than abandonment. This tradition of developing the learned person lends credence to the legitimacy of maintaining funding, if not necessarily increasing it even in times of economic contraction, for these institutions. To this end, alumni have continued to donate small and large amounts of money and other assets to endow these institutions to guarantee that they will continue to be able to fulfill these cherished ideals. Alumni who graduate form both the community college and the four year college or university, have been more likely to provide economic support for their baccalaureate institution. Both public and private colleges and universities with significant endowments are better prepared to withstand periods of economic turmoil. Secondly, most traditional students and their

parents see the four year college and university as having more prestige. Often overheard muttered by students in community colleges is that they "can't wait to get to a real college." In markets where four-year colleges and community colleges co-exist, unless traditional students are pursuing a degree not offered by the four-year institution, the community college is often the second choice school. This built in recruiting advantage of prestige exists for the four-year school. If costs are comparable, students will often choose the four year alternative. Another important function of universities their responsibility to generate new knowledge through research. While public monies for certain types of research may decline, universities as partners with business and industry and other governmental research organizations in long term contracts, are able to subsidize selected academic areas from general funds during decline. It is predicted, that for large universities, corporate financial aid to higher education will almost certainly grow in the future (Smith, 1983). While foundation support has declined in recent years as they regain their own financial equilibrium, they are still mandated by tax laws to continue to make grants. Four year colleges and universities receive a disproportionate amount of foundation aid compared to the number of students that they educate. Colleges and universities thus have a financial cushion to fall back on.

Although the mood of local governments in providing support for education may parallel the bleak moods of state and federal governments, local taxpayers have a vested self-interest in providing funding for primary and secondary educational institutions in their communities. While the extent of the funding may not suit parents of school children and educational service providers, the general taxpayer cannot afford for the schools to close. Even senior citizens who are loathe to vote for tax increases recognize that their property values are correlated with the quality of schools in their communities. Property values may be tied to the reputation of the school system. Ad-

ditionally, these local schools often provide some social services to the general tax payer so that while they resist increases in taxes and expansion, rarely is there a call to eliminate schools completely. Many local primary and secondary school systems have discovered that by providing senior centers in schools and making school buses available for senior citizen transport during off hours, they create a supportive voting body. Unfortunately, the community college does not have this natural constituency base. Property values are not perceived as being enhanced by virtue of the presence of a community college regardless of how successful the college is in meeting its mission. A tax weary public is not likely to consider the community college an important priority in comparison to other community needs.

As Henderson and Henderson (1974) pointed out, because community colleges were relatively young institutions, they had not yet been successful in defining their full identity and resolving some of their problems. Jencks and Riesman were more strident in their criticism. They argued that "many of these colleges grew with little sense of distinctive institutional purpose. They were hodgepodges of courses and curricula, established in response to real or imagined local demands . . . . (1968:481)." While Henderson and Henderson were writing over 20 years ago and Jencks and Riesman over 25 years ago, their collective insights are still apropos today. Many community colleges remain ambiguous in identifying and defining their primary mission which in turn has led to a public with bleary perceptions about what a community college actually does. As mentioned previously, during economic expansion, they continued to reinvent themselves and to venture into new programs but often with little regard or consideration for defining their mission or prioritizing their goals.

THE DECLINE OF SUPPORT FOR HIGHER EDUCATION

During the second half of the 20th century, various states have raised or

lowered their support for higher education depending on state or regional economic conditions. In general, federal support for higher education had continued to expand until the Reagan years. The Reagan administration was determined to reduce the federal role in higher education (Saunders, 1983). The debate on the role of federal education had been fueled by the findings of the administration's Commission of Excellence which charged that there was a rising tide of educational mediocrity that was endangering the nation's security. The debate focused public attention on the quality of education in America's colleges and universities and exposed the specter of the value of tax dollars for education. While all sectors of higher education were exposed to this scrutiny, community colleges were particularly vulnerable.

Nigliazzo (1986) has argued that one of the more recent missions of the community college has resulted in much of the criticism of community colleges. The "open door" policy has raised questions that have focused on two concerns: standards of excellence and fiscal responsibility. According to him, the public is concerned that the open door is a revolving door. The taxpayer often feels that he/she is being unfairly asked to bear a tax burden twice when substantial numbers of students require remedial education in reading, writing and mathematics. Many members of the general public have questioned whether anyone should be admitted to a college if they did not possess the minimum skills for success. Latent racism may have played a role in influencing their opinions. In New York City and in the State of California, both of whom had comprehensive free public colleges for a long time, as the percentage of minority students increased, public tax dollars decreased and costs to be borne by students increased.

While the number of 18-21 year olds have declined, since 1980, the college-going rates of this group has increased to offset the assumed decline in college enrollment but many of these students are not the group that typically chooses a

community college. Although the total enrollments have remained relatively steady, ironically, the enrollments of low-income and minority students have continued to decline (Frances, 1986). The students who have made up this presumed deficit of students are the children of immigrants and those who have significant remediation needs. Politically, both remediation and needs for ESL are a particular anathema to the public. Because education is substantially financed by property taxes at this level, the home owner often feels double victimized. Either they no longer have children in school or they have children who are attending state or private colleges and universities. Non-home owners, who pay this tax indirectly through rents, are more likely to have children attending the community college but are unfortunately less likely to vote in local elections.

PLANNING EFFECTIVELY AND CONTROLLING COSTS IN HIGHER EDUCATION

With higher educational costs are under attack at federal, state and local levels, the community colleges' survival is dependent on its ability to attract students in a competitive educational marketplace (Brint and Karabel, 1989). Colleges and universities are being scrutinized to determine whether they are successfully meeting the pressing and changing needs of local communities, as well as of states and the nation (Bergquist and Armstrong, 1986). Today, and at least until the new millennium, community colleges will most likely be working with decreases in national, state and county revenues which are not merely a smaller percentage increase but a real decrease in dollars and their actual expenses, unless unchecked, are continuing to increase. Government officials and the public are demanding accountability from these institutions of higher learning. Financial decision makers in higher education are facing unsettling questions as they attempt to achieve financial stability while maintaining vital academic programs (Erekson, 1986). Competition for both dollars

and students will continue to intensify so that it will be increasingly more important for colleges and universities to identify and highlight their strengths. Weaknesses will need to be addressed and remedied. For an institution to maintain its position, it will have to distinguish itself from other institutions. Bergquist and Armstrong (1986) have argued that this can only be accomplished through effective planning.

Accountability. Layzell and Lyddon (1990) in their examination of state funding for higher education have argued that there are five areas of accountability that colleges and universities must reckon with: systemic, substantive, programmatic, procedural and fiduciary.

Systemic accountability refers to an assessment of how well an institution is meeting its responsibilities for accomplishing the fundamental purposes of higher education. Kaysen (1969) has delineated the following general purposes: the creation of new knowledge and its integration into the present body of existing knowledge, the transmission of knowledge to the next generation, the application of knowledge to the solution of practical problems in the wider society and the socialization of late adolescents and young adults into the social roles that they will fulfill as adults. In recent years, a plethora of standardized tests have been utilized to attempt to measure these outcomes. In a state like New Jersey, where the Department of Higher Education has been disbanded, the issue of basic skills tests and cutoff grades may become an issue as public community colleges and state colleges and universities compete for students. Institutional integrity may be questioned if enrollment of students in remedial courses is based on a shift from mandatory enrollment to suggested or recommended enrollment.

Substantive accountability refers to the ability to inculcate the values and norms of higher education into the individual. Agreement regarding the content of these values and norms has deteriorated in recent years as pressure to train students as

opposed to educate them have emerged. Boyer (1987) discussed the "two cultures" phenomenon that has emerged on many campuses. In his survey of faculty, he found that 45% of the respondents reported that they would prefer teaching courses that focused on "limited specialties" while the other 53% said that undergraduate education would be improved if there was less emphasis on specialized training. With such divergent opinions on these values and norms, it bodes ill for institutions that attempt to measure their success at attaining both these ends.

Programmatic accountability refers to the efficacious integration of courses into a unified whole. Completion of a program should enable the student to successfully perform tasks associated with stated program. In the vocational aspect of programmatic assessment, external review boards and certifying agencies provide the determination of accomplishment. But many of the new fields lack the accrediting boards. As such, will programs and certificates be watered down to attract students?

Procedural accountability refers to the rules and regulations that provide for the successful operation of the institution.

Fiduciary accountability refers to those areas of concern that deal with the financing of higher education. During times of economic expansion, these areas of accountability are rarely considered but during times of economic contraction the challenge of analyzing the costs of higher education is a nettlesome task (Bassett, 1983). Among the categories of education and general operating costs that must be analyzed: instruction, academic support, student services and institutional support.

Usually primary accountability rests on fiduciary accountability and funding issues. A number of intersecting factors influence these fiduciary decisions including historical shifts in employment and technologies, political variables, economic growth or decline, and changing demographic groups. Whether explicitly stated or not, most approaches to funding use some form of formula funding based on policy judgments.

Budget cutting. The central question that must be asked is: How do we make do with less? When an institution is required to cut back on the uses of resources due to decreasing funding or decreased revenues, decisions must be made regarding where such cuts must be made. Two general types of cuts can be made: short-term/ short-run or long-range decisions. Because community colleges are more dependent on the will of state and local politicians for determining their level of external funding and usually lack endowments to cushion unforeseen cuts, community college administrators are typically not given sufficient lead time to analyze and develop long-range budget reduction plans. This has led to a reliance on short-run decisions. Glenny (1982) has persuasively argued that these short run decisions encompass the majority of all decisions and that they are usually a response to immediate stimuli with little regard for future consequences.

The most typical of short-run strategies is to focus on staffing cutbacks (Mingle and Norris, 1981) accomplished by increasing the use of part-time faculty and other staff, having faculty teach outside of their disciplines, the elimination of academic programs, and the limiting of course offerings of existing programs. Administrators typically take these immediate steps: imposing across-the-board cuts, ordering a hiring freeze, allowing managers to reduce their budgets by target amounts, curtailing or discontinuing services; delaying or trimming capital expenditures and initiating long-term productivity studies or programs (U. S. Department of Education, 1990).

Long-term Planning. The concerns of college management regarding the policy issues and decisions that must be made due to expected changes in enrollment and anticipated decreased financial support must be addressed. Presidents and Boards of Trustees must frame their strategies in terms of ways to plan for and respond to the decline in ways that will remain consonant with their educational goals while simultaneously examining the policy issues in the various states and counties. They

can embark on a strategy where they constantly react to exigencies or they can began to be proactive and plan for such contexts. Presidents and Board Members must also distinguish between those factors that the institution can control and those that it cannot.

Indicators that an institution cannot control include (Glenny and Bowen, 1981):

1. shifts in the ethnic mix of the institution's service area;
2. shifts in the socioeconomic mix of the institution's service area;
3. federal subsidies;
4. changes in the labor demand in the college service area;
5. live births and the demand for teachers;
6. source of students by geographical area;
7. changing student profiles;
8. student flow from high schools;
9. average student loads; and
10. uncertainty in obtaining the next budget.

While these cannot be controlled, they must be monitored to facilitate decision making on those indicators that an institutions can exercise some control over. Among those that an institution can control:

1. the physical environment of the campus;
2. proportion of total budget composed of soft money;
3. decrease in transfer students at two year colleges who leave before completing their associate's degrees;
4. the level of admission standards required for matriculation;
5. hiring for replacement of staff or for newly created positions from within the institution;
6. increasing or decreasing unit costs through advance planning;
7. increasing or decreasing percentages of part-time faculty throughout the institution and in selected programs;
8. determining an acceptable percentage of faculty teaching outside areas of primary specialization and providing for retraining of these faculty;
9. examining and specifying conditions for regular faculty being assigned to unusual teaching hours or sites;
10. decreasing rates of funding for additional students;
11. encouragement of unselective early retirement;
12. determining proportion of faculty with overloads or under loads and necessity of such;
13. examining the period between closing of applications and

registration of students;
14. determining causes for drops or increases in application rates for admission into college and selected programs;
15. determining reasons for increasing or decreasing dropout rates;
16. assessment of overload of career counselors;
17. follow-up studies on the placement of graduates;
18. reduction in supply, equipment, and travel budgets with a look to more competitive outside contracting;
19. examination of rate faculty salaries increases proportional to total budget;
20. examination of increasing fees for support of selected services; and
21. examination of administrative sprawl during years of economic expansion.

Evaluating existing programs. One of the strategies necessary to address substantial and long term financial contraction is the necessity to examine and evaluate academic programs. Evaluating academic programs with the possibility that such programs may need to be eliminated politicizes the process. After all, elimination of a program usually leads to the loss of jobs. While this retrenchment may be necessary, institutions must develop procedures to insure the the process is both fair and competent. Alternates to elimination of programs such as redirecting programs and retraining of faculty may be more cost-effect in the long run. While jobs may disappear, the may also reappear and necessitate the rebuilding of a program. This may be more cost efficient.

Vanderbilt University has developed a serious of criteria for evaluating academic programs. These criteria ask seven basic questions and are applied to a variety of programs for purposes of comparison. These criteria include (Mingle and Norris, 1981):

1. essentiality of program to the university (required/not required)
2. quality of the program (excellent/strong/adequate/weak)
3. need for the program (high/medium/low)
4. demand for program (high/medium/low)

5. locational advantage (yes/no)

6. cost-revenue relationships (favorable/unfavorable)

7. costs of implications or maintaining or changing program role (high/medium/low)

While cutting programs is rarely a desired institutional goal it is something that is often necessary to insure the future solvency of the institution.

Other alternatives. While cutting is an almost necessary short term solution to budgetary problems, equally important are the development of revenue enhancing strategies. Among the ways that institutions can resist decline are the examination and the development of strategies to improve:

1. retention and attrition of students by providing more comprehensive services rather than the cutting of such services;

2. improving student life and campus climate by creating an environment conducive to producing an intellectual and social community;

3. tightening standards and attracting bright students to enhance the environment and reputation of the institution; and

4. attracting new sources of revenue by going beyond the sources that community colleges have traditionally tapped.

CONCLUSIONS

Colleges need to assess all aspects of their mission before embarking on a strategy of cuts. For example, if basic mathematics and remedial reading and writing courses are taught primarily by adjuncts, full time faculty in vulnerable departments can be retrained to teach in these areas. While the institution must still provide full times salaries and benefits, the institution also benefits from the addition services that this full time colleague provides, i.e., committee work, program evaluation, etc.

Colleges need to assess programs in terms of their costs and the expenses to

maintain the programs. Often, more realistic charges can be assessed. For example, laboratory costs or library charges can be assessed by course rather than a general fixed fee. This strategy is used effectively by many universities.

Strategies that enhance revenues must be considered cautiously. For example, specialized training for local business and industry may not be cost effective when the costs of course and program development are factored in. In their haste to develop these programs, industries may discover that the certificates that colleges promote when made available on site may actually lead to employee flight so that for them in-house training is preferable. In programs where their is a substantial college outlay for equipment or modifications of the existing facility, consideration of negotiating costs with businesses may be in order.

Economic contraction need not be disastrous for colleges and universities. If, as many critics charge, we have lost sight of our mission, the reductions in financial support for community colleges which are never perceived as desirable when they occur, provide the colleges with opportunities to reexamine our goals and objectives, something that does not often occur during times of economic expansion.

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Princeton University 1994-95 Mid-Career Fellowship Project

Alternative Approaches to Adjunct Faculty Development

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Alternative Approaches to Adjunct Faculty Development

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Introduction

Like so many businesses across the country, institutions of higher education have been relying increasingly on the use of part-time and/or temporary staff to deliver their primary product of educational instruction. For more than two decades, the number of adjunct faculty teaching in U.S. colleges and universities has been steadily increasing and is projected to continue to do so. In 1993, the total number of adjunct faculty employed by U.S. colleges and universities was estimated at 270,000 (Gappa, 110). Nationally, adjuncts teach between 30% - 50% of all credit courses and between 95% - 100% of the noncredit courses (Excellence in Adjunct Instruction video). Adjuncts teach in all disciplines and are employed by every type of higher education institution. Citing a 1988 National Survey of Postsecondary Faculty in their book The Invisible Faculty, Gappa and Leslie provide the following statistics regarding the percentage of adjuncts/full-time faculty in various higher education institutions: (1) All Institutions = 35%, (2) Public and Private Research and Doctorate-Granting Universities = 13% - 24%, (3) Public and Private Comprehensive Colleges and Universities and Liberal Arts Colleges = 28% - 42%, (4) Public Two-Year Colleges = 64% (Gappa, 111).

Utilization of Adjunct Faculty by Type of Institution

• *All Institutions*	*35%*
• *Research and Doctorate-Granting Universities (Public and Private)*	*15%-24%*
• *Comprehensive Colleges & Universities, Liberal Arts Colleges (Public and Private)*	*26%-42%*
• *Public Two-Year Colleges*	*54%*

The statistics in the above table illustrate that, on average, community colleges utilize a far greater number of adjunct faculty than any other type of college or university. Nationally, there are approximately 1300 community colleges that provide postsecondary education to more than 6 million students (Excellence in Adjunct Instruction video). By 1978, the number of adjunct faculty had already outnumbered full-time faculty in all states, and in some states by a 2:1 ratio (Williams, 1). As of the Fall of 1991, adjunct faculty in many community colleges comprised 66% of all faculty (Kroll, 277). The table below shows the growth of the utilization of adjunct faculty in community colleges over three decades.

Utilization of Adjuncts by Community Colleges

1969	*42%*
1984	*58%*
1991	*66%*

What conclusions can be drawn from these statistics and what recommendations can be made to ensure both the quality and continuity of instruction? An extensive review of the literature on adjunct faculty in higher education revealed numerous concerns over the growing use of adjuncts in higher education. At the one extreme are the negative positions taken by the National Education Association and the Education Commission of the States. In its 1988 "Report and Recommendations on Part-time, Temporary, and Nontenure Faculty Appointments", the NEA issued a policy statement that recommended reducing the number of part-time and temporary faculty. A 1986 report by the Education Commission of the States cited that "... [Use of part-time faculty] can ... inhibit faculty collegiality, instructional continuity, and curricular coherence" (Gappa, 5). At the other extreme are the positions taken by the National Center for Research in Vocational Education (University of California, Berkeley) and the noted authors on adjunct faculty Judith Gappa, David Leslie, Melvin Pedras, and James Williams. The National Center for Research in Vocational Education has taken the viewpoint that "... [adjunct faculty are] valuable professionals who add currency and "community" to community college instruction." Noted authors on issues related to adjunct faculty (Gappa, Leslie, Pedras, Williams, et al) contend that "adjuncts are capable, dedicated, and productive people and that institutions gain a great deal when they employ adjunct faculty (Gappa, xii). At this point, it is necessary to make two important observations regarding the disparity in the above mentioned viewpoints:

1. *The National Education Association (NEA) is a labor union whose primary goal is to protect the interests of its dues-paying members, full-time faculty. For this reason, the NEA would oppose the increased utilization of adjunct faculty.*

2. *The majority of the available literature on the utilization of adjunct faculty accepts heavy reliance on adjuncts in higher education and recommends programs and other ways to increase the teaching potential and effectiveness of adjunct faculty.*

Reasons for Increased Adjunct Utilization

- *Lower Cost to the College*
- *Provide for Greater Staffing Flexibility*
- *Provide Strong Links to the Community*
- *Provide a Wide Variety of Skills and Subject Expertise*

Available literature cites four main reasons for the continuing increase in the utilization of adjunct faculty, especially in community colleges. The primary and obvious motive is economic, with the other cited reasons being minor in comparison. One study concluded that an adjunct faculty member, on average, represents about 1/3 of the cost of employing a full-time faculty member (Samuel, 45). The 1987 "Study of Part-Time Instruction" completed by the California Community Colleges Chancellor's Office concluded that when lack of benefits and lack of an office hours requirement were taken in[illegible]deration, the cost to the college of employing an adjunct was approximately 40[illegible]an the cost to the college of employing a full-time faculty member (California Com[illegible], College Chancellor's Office, 25). The reliance on adjunct faculty also allows for greater staffing flexibility in times of fluctuating enrollments. Staffing with adjuncts allows the college to make rapid, last minute adjustments for changing enrollments and allows the college to offer a wider range of course offerings at times when full-time faculty might not be readily available. In addition to the lower cost and staffing flexibility provided by adjuncts, adjuncts also provide strong links to the community and surrounding businesses and industries, an inherent part of the mission of community colleges. Adjuncts also bring a wide variety of skills and expertise that are useful in teaching specialized courses.

Barbara L. Piasta, a 1991-92 participant in Princeton University's Mid-Career Fellowship Program, wrote a study entitled "Part-Time Faculty in New Jersey Community Colleges". She noted that during the initial growth spurt and development phase of community colleges, during the 1960s and early 1970s, adjunct faculty were recruited for primarily educational reasons rather than financial reasons. There was a shortage of full-time faculty at that time and the best potential college teachers were found in local businesses and high schools (Piasta, 6). Today, however, the financial reasons appear to be the primary motivator for employing increasing numbers of adjunct faculty relative to the number of full-time faculty.

The financial concerns of colleges and universities are understandable, especially for those institutions that rely heavily on state and local funding while attempting to maintain an affordable tuition cost for their student population. The limitations of obtaining additional funding coupled with an increasing demand for an affordable higher education is at the root of the increased reliance on adjunct faculty. Colleges and universities, especially community colleges with their open-enrollment policies, are finding that the only financially feasible way that they can continue to supply the quantity of service that is being demanded is to employ greater numbers of the lower cost teaching resource, adjunct faculty.

The issue of the quantity of service that can be affordably provided aside, we must also consider the equally or more pressing issue of maintaining the quality and continuity in the instruction that will be increasingly delivered by adjunct faculty. A solution to many of the educational problems that result from the growing utilization of adjunct faculty lies in the provision of professional development programs for adjuncts. Awareness of this solution was witnessed as far back as the 1973 report of the Assembly of the Association of Community Colleges which stated "... colleges should accept staff development as its first-rank priority and give it the same total institutional commitment that is accorded to its other programs and curriculums. In any staff development program, each college is especially urged to include

adjunct staff" (Williams, 33). In its 1990 standards handbook, "Characteristics of Excellence in Higher Education and Schools", the Middle States Association of Colleges and Schools expressed its concern for the need for orientation and professional development of adjunct faculty. The standards handbook states that "... opportunities for professional development and participation for permanent part-time faculty should be available... [and comparable as far as possible to those for full-time faculty]" (pp. 25-26)... (Gappa,85).

Adjunct Faculty Development Programs

The numbers clearly illustrate that adjuncts play an integral role in higher education. They should, therefore, be treated like the important and valuable educational resource that they are. Without the use of adjunct faculty, few colleges and universities would be able to fulfill their institution's mission. While it is generally agreed that adjuncts possess the subject expertise, some may lack the pedagogical skills needed to be effective classroom teachers. As an economist, I am not going to argue that the numbers of adjunct faculty should be drastically decreased to maintain quality instruction regardless of the cost to the institution. In an effort to maintain quality instructional levels, however, it is imperative that the necessary pedagogical skills be developed and refined with adequate, on-going staff development programs designed specifically for adjunct faculty.

Since the 1970s, the importance of staff development programs has been documented in numerous educational literature. In 1972, Terry O'Banion, Executive Director of the League for Innovation in Community Colleges, stated that "unless staff members are supported in their professional development, the needs of students cannot be met" (Pedras, 1). While professional development programs for full-time faculty have been in place in colleges and universities for some time, it is only over the last decade that attention has been

given to the development of programs for adjunct faculty The literature on adjunct faculty development programs currently in place at colleges and universities across the nation have several recurring components:

Commonly Used Adjunct Faculty Development Programs

- *Mentoring Programs*
- *Pre-service Orientations*
- *In-service Workshops*
- *Adjunct Faculty Handbooks*
- *Newsletters*
- *Adjunct Faculty Committees*
- *Video Tapes*
- *Integration into Department*

Mentoring Programs

Mentoring of adjunct faculty by full-time faculty, is known by various names among staff development programs; peer consulting, buddy-systems, team approach, linkages, et al. Mentoring programs are one of the most frequently cited means of developing and integrating adjunct faculty into the institution and department. Mentoring of a new adjunct by a full-time faculty member can be done on either a purely voluntary basis without any compensation to either member of the team, or with either released time or monetary compensation for the full-time faculty partner.

One of the most comprehensive mentoring programs for adjunct faculty is the EPIC (Educators Peer Instructional Consulting) program at Cuyahoga Community College. The

EPIC program was funded by a 1987 grant from FIPSE (Fund for the Improvement of Postsecondary Education). A full-time faculty mentor is assigned to between 1 and 3 new adjunct faculty, in the same or a closely-related discipline. The full-time faculty member must meet with their mentee at least three times during the term to provide an orientation to the college, department, course, services and resources available, regulations, and other student/ department/college requirements. The full-time faculty mentor is compensated at the rate of .5 reassigned EQUs per adjunct mentee (Hoyt, 114). Mentoring programs in place at other colleges follow the basic format of the EPIC program. The most successful mentoring programs are generally those where full-time faculty are given released time from teaching to work with the new adjunct (Williams, 36). While compensating the full-time faculty partner does involve an additional cost to the college, the long-term benefits to the adjunct faculty partner's pedagogical skills and integration into the department usually far outweigh the financial costs incurred.

Pre-Service Orientations

By definition, pre-service orientations should take place prior to the start of the term for all new adjuncts. Pre-service orientations generally include the following factors: (1) conditions of employment, (2) policies and procedures, and (3) the college and its students (Williams, 41). Noteworthy pre-service orientation programs are in place at the Community College of Aurora in Colorado , El Paso Community College in Texas, and Brookdale Community College in New Jersey. It is recommended that pre-service orientations not be casual affairs, but rather provide a thorough introduction to the goals and resources of the college. An overview of the college's policies and expectations should be followed by a tour of the campus and then a break-out into department/division meetings (Williams, 35).

The Community College of Aurora in Colorado employs twelve full-time faculty and more than two hundred adjunct faculty. (The faculty development program at CCA has been the only community college in the state of Colorado to be honored as a Program of Excellence by the Colorado Commission on Higher Education (Barnes,37)). The pre-service orientation at CCA provides an opportunity to the new faculty to meet their colleagues and learn about instructional support services and the college's organization and operations. New faculty are required to attend two, half-day workshops designed to acquaint them with the needs of community college students, effective strategies for teaching adult learners, and policies and procedures of the college (Barnes, 39).

El Paso Community College in Texas is a multi-campus institution employing about three hundred full-time faculty and seven hundred adjunct faculty. The pre-service orientation program at EPCC is part of a comprehensive development program that has been repeatedly recognized by the National Council of Staff, Program, and Organizational Development (NCSPOD). A video about the college, its mission, goals, objectives, and resources available to faculty is highly recommended for viewing by new adjuncts. A two-day orientation program covers instructional and student support services information, development of syllabi and lesson plans, instructional strategies and techniques, and student study skills (Luehrs, 168).

Brookdale Community College in New Jersey employs about two hundred and twenty full-time faculty and more than four hundred adjunct faculty. Prior to the start of the Fall term a social event/orientation is held for all adjuncts. Department and division chairs are also in attendance. Food is served prior to the start of the orientation. The adjuncts are formally greeted by the president and the academic vice president of the college, and are provided with information about the college's mission and overall goals. Break-outs by department/division follow the greetings. Small-group tours of the campus are available, with emphasis on instructional sites such as the library, student computer labs, and the testing

center. Staff from these instructional sites are on-hand to answer questions and provide a brief talk/demonstration about their facility during the tour.

Many pre-service orientations concentrate on "institutional housekeeping" matters rather than pedagogical issues. An alternative approach is to concentrate on the pedagogy in the pre-service orientation and publish the routine "housekeeping" matters in an adjunct faculty handbook (Leitzel, 144). Common pre-service orientation formats among institutions include: a social event, introduction to the institution and dissemination of handbooks and other written materials, overview of effective teaching techniques, and the establishment of linkages to department faculty/chair and/or the introduction to a faculty mentor (Gappa, 183). It is recommended that the pre-service orientation be videotaped and either sent to or made available for the adjunct faculty who are unable to attend the function. Adjunct attendance at pre-service orientations can be monetarily compensated, required by contract, or voluntary. The cost to the institution is minimal, in most cases, in comparison to the invaluable information and sense of collegiality that can be gained by the adjunct participants.

In-Service Workshops

In-service workshops are designed as either on-going professional development seminars/workshops or a one-day potpourri of teaching/curriculum based workshops. While some institutions invite adjunct faculty to workshops/ seminars planned with the full-time faculty in mind, the general consensus of the literature is that a separate workshop(s) planned specifically for the adjunct faculty is recommended to maximize the potential benefits to the adjuncts. While some institutions have a mandatory participation requirement stipulated in the adjunct faculty members' contract, in-service workshop attendance by adjuncts is voluntary at most institutions. Terry O'Banion, Executive Director of the League

for Innovation, asserted that adjuncts should be provided with appropriate incentives for participating in professional development activities and that the most successful professional development programs for adjuncts are those that pay participants a stipend (Williams, 34). Melvin Pedras believes that short-term, on-campus workshops are the most efficient way to provide for staff development of adjuncts. He contends that workshops should be scheduled on weekends or during breaks, and that the most appropriate months for holding workshops are August, September, and January. A single workshop should last no longer than one-half to one day. Pedras believes that the most effective in-service programs are designed as short, on-going workshops that are offered throughout the academic year and thus allow the adjunct faculty to select those that are most convenient and meet their immediate needs. He states that adjuncts should be involved in the development and delivery of any in-service program designed for them (Pedras, 11). Some of the workshop topics suggested by Pedras include: (1) Increasing Student Motivation, (2) Reinforcing Student Learning, (3) Accommodating Different Learning Rates, (4) Characteristics of Effective Instructors, (5) Self-Analysis of Teaching Skills, (6) Selecting, Developing and Using Multi-media Learning Resources (Pedras, 7).

In July 1989, Hoerner, Clowes, Impara, and Sullins conducted a national survey of 1252 community and technical colleges to assess their professional development needs and practices. The following conclusions are based upon a 70% return rate to their survey: (1) Few activities were identified for adjunct faculty. (2) When adjuncts were involved, it was most often in the form of "allowing" adjuncts to attend activities planned primarily for full-time faculty. (3) Where activities were planned specifically for adjuncts, the topics most often addressed were teaching methods, computer applications, evaluation, and the college mission. (4) 41% of the institutions had an identifiable budget line for professional development, but 74% reported no specific funding for adjunct faculty development activities (Hoerner, 4).

In addition to the traditional workshop/seminar format, the Community College of Aurora offers a unique supplement to in-service development with its "Integrated Thinking Skills Project". Interdisciplinary teams of instructors learn how to develop and integrate the teaching skills and techniques to help students become more active learners and develop thinking skills rather than memorizing skills. The thinking skills project was funded with an $81,000 grant from the Colorado Commission on Higher Education (Barnes, 41). Still another interesting in-service program at CCA is a recently developed "Ethics Across the Curriculum" project which encourages faculty to incorporate ethical concerns and issues into their courses. The ethics project is funded with a $225,000 FIPSE grant (Barnes, 41).

The Adjunct Faculty Institute program at Burlington County College in New Jersey offers adjunct faculty the opportunity to gain "senior adjunct faculty" status (and the $34 per semester hour increase in pay afforded "senior adjunct faculty") by participating in five structured workshops which combine an orientation to the campus (its history, philosophy, curriculum, facilities, and student body) with programs on effective teaching strategies. The workshops are held on three successive Saturdays every semester. Approximately thirty adjuncts attend the workshops each semester.

In 1995, Brookdale Community College instituted an annual workshop/ seminar for its adjunct faculty. Full-time faculty voluntarily served as the facilitators/presenters of curriculum/pedagogical issues that they were already involved in at the college. The array of workshop offerings included: (1) Integrating Writing Across the Curriculum, (2) Integrating Critical Thinking Across the Curriculum, (3) Integrating Diversity Issues Across the Curriculum, (4) Integrating Technology Across the Curriculum, (5) "Excellence in Adjunct Instruction" video, and (6) Question/Answer Panel (with representatives from the academic administration, student development counselors, faculty union, and human resources). In addition, video taping of on-campus staff development opportunities is becoming routine, with announcements to adjuncts that the video tapes are available in the college's library.

Adjunct Faculty Handbook

The importance of a handbook designed specifically for adjunct faculty is emphasized by experts on adjunct faculty issues, Gappa, Leslie, Pedras and Williams in their writings. They contend that a handbook, designed specifically for adjuncts, should be well-designed, well organized, and a thorough reference to both procedural and substantive matters. The handbook should be issued at either the point of hire or at the in-service orientation and updated on a regular basis. (Organizing the handbook in a loose-leaf notebook format would make updating easier and more cost-efficient.) Issues such as parking, paychecks, class absences, grading, testing, the library, emergencies, clerical assistance, key personnel, telephone numbers, the college calendar, personnel policies, etc. should all be included in the handbook. The Adjunct Faculty Handbook currently in use at Brookdale Community College is an example of a comprehensive reference handbook designed to answer most of the questions and concerns of adjuncts. Each topic covered in the handbook includes a name and/or telephone number for the adjunct faculty member to contact for further information. A well-organized, comprehensive handbook can serve as the primary reference for the pre-service orientation for adjunct faculty.

Newsletters and Training Letters

An interesting approach to adjunct faculty development is the training letters approach utilized at the University of Illinois-Champaign-Urbana (Shrawder, 212). The training letters provide "teaching excellence" advice and information on instructional pedagogy, instructional technologies, classroom management, et al. Shrawder contends that training letters can serve as an alternative or supplement to the more traditional in-service

workshops format. The training letters provide instructional information and are sent to all adjuncts on a regular basis. Shrawder believes that the structure and format of the more traditional in-service workshops allow for the dissemination of only a limited amount of information at a given time and rarely provide for follow-up presentations. Adjuncts who are unable to attend a workshop, miss the opportunity to gain information that is presented. An alternative to a training letter that is both written and printed on-campus is The Adjunct Mentor, published by Pentronics Publishing in Savoy, Illinois. In addition to general teaching tips for adjuncts, The Adjunct Mentor can be individualized for each institution to include recognition of adjuncts and reminders of upcoming work-shops and professional development activities (Shrawder, 213).

Adjunct Faculty Committees

Melvin Pedras believes that in order for any adjunct faculty development program to effectively gain the support and commitment of the adjunct faculty, adjunct faculty must be involved in both the development and delivery of the program (Pedras, 10). Examples of committees comprised of adjunct faculty are found at Sinclair Community College in Dayton, Ohio, El Paso Community College, and Middlesex County College in Edison, New Jersey. The Part-Time Faculty Committee at Sinclair Community College is comprised of adjuncts campus-wide and chaired by the academic dean of the college. The committee is responsible for the development and delivery of the majority of professional development activities designated for the adjunct faculty. It has developed a Lecturer Handbook for adjuncts and is responsible for the essential elements of a part-time faculty upgrade program which provides for both a salary and a title upgrade after the successful completion of a specified number of teaching and professional development hours (Young, 239).

The Part-Time Faculty Development Issues Committee at El Paso Community College is one of five active committees operating out of the Faculty Development Office. The committee addresses the specific faculty development concerns and needs of adjunct faculty. The committee has been responsible for the development of Saturday discussions/workshops, a peer recognition program, a self-assessment checklist, and a mentor program (Luehrs, 171-172).

The Adjunct Faculty Committee at Middlesex County College is supervised by the Office of Continuing Education which is responsible for the hiring and administration of all adjunct faculty. The committee organizes the pre-service orientation, the in-service workshops, and serves as the liaison to the administration regarding adjunct faculty concerns and issues. The adjunct committee has been able to successfully negotiate the incorporation of a sick day and longevity pay increases for the adjuncts.

Video Tapes

Several video tapes covering general pedagogical, procedural, and other issues that are a concern of adjunct faculty are available for incorporation into various components of an adjunct faculty development program. A few of the available video tapes include:

- The New Jersey Institute for Collegiate Teaching and Learning (NJICTL) tape on master teaching. Rahway College, New Jersey.
- Excellence in Adjunct Instruction tapes developed by St. Petersburg Junior College, published by Jay Gross Studios, Largo, Florida.
- Teaching Excellence tapes developed by Dr. Frank Peon of Brookdale Community College, Lincroft, New Jersey.
- The College Teaching Faculty Development series, prepared by the faculty at The University of Michigan-Dearborn.

Integration into Department

Repeatedly throughout the literature, the role of the department chair is stressed as the first, and on-going, link to the institution for the adjunct faculty member. The attitude of the department chair makes a difference in the degree to which adjuncts are integrated into both the department and the institution (Gappa, 186). Gappa states that adjuncts are members of their departments first, and institutions second and that "attitudes" found in an academic department color the climate in which adjuncts work (Gappa, 180). Adjuncts will feel more "connected" and "integrated" into the institution if they are accepted by their department as colleagues. One way of achieving this sense of acceptance and integration is to routinely invite adjuncts to department and division meetings. The literature repeatedly emphasizes that adjuncts will feel more connected with their departments and the institution if they interact with their full-time colleagues. Adjuncts also express a desire to partake in curriculum revisions and textbook selection. Interaction with the full-time faculty and a feeling of connectedness to the department will have more of a chance of occurring if adjuncts are provided with a desk or an area within the department to go before and/or after class or to meet with students.

Lastly, adjuncts will feel more connected to their department and the institution if their efforts are recognized. This recognition can be as minor as a thank-you note at the end of the term from the department or division chair, or having Outstanding Adjunct Faculty Awards presented along with the full-time awards. The recognition of a job well-done will go a long way toward making adjuncts feel appreciated and valued by their full-time colleagues, their department, and their institutions.

Conclusion

The number of adjunct faculty at many colleges across the country exceeds the number of full-time faculty. At many colleges, adjuncts teach more than one-half of the courses offered on the campus. There is no need, therefore, to debate the "role of adjuncts" in American higher education. The issue, rather, is how to integrate adjuncts into the teaching/learning process and more fully develop their potential in the academic community.

A win-win proposition to accomplish this integration and development is through professional development programs designed specifically for adjunct faculty. Mentioned on the previous pages are some of the more frequently utilized professional development programs and opportunities for adjunct faculty. The necessity of developing and integrating such programs, especially at those colleges where the number of adjuncts greatly exceeds the number of full-time faculty, has been recognized for more than two decades. Well-coordinated, comprehensive programs for adjunct faculty development, however, are still needed at most institutions throughout the country. Developing, organizing, and integrating a meaningful professional development program for adjuncts presents a challenge for these colleges. This challenge is especially pressing for community colleges which employ far greater numbers of adjunct faculty than other types of colleges and universities.

The key to the success of any staff development program is the amount of support and encouragement given to it by top administration. The success of an organization is also dependent on having a well trained, knowledgeable staff (Burnham, p. 41) — both full-time and part-time staff. Professional development opportunities for full-time faculty currently exist at the majority of colleges and universities. Adjunct faculty development, however, is often ignored or superficial. Colleges across the country have developed a variety of programs to address the development needs of adjuncts. The most successful programs appear to be those that have the commitment and participation of the college's administration, and the full-

and part-time faculty. The majority of the professional development programs for adjunct faculty that I chose to include in this paper involve the integration of adjuncts into the "mainstream" of the college and, as such, increase the interaction between full- and part-time faculty. Although strategies such as training letters and adjunct faculty committees are mentioned in the paper and can be somewhat successful development techniques, they do not integrate or assimilate the adjunct faculty into the college mainstream, and in the case of the training letters, are rather impersonal. If either of these techniques are employed, they must be a small part of a more comprehensive effort to integrate and connect adjunct faculty into the entire college.

Adjunct faculty are an increasingly integral part of the academic side of higher education. Planning for their utilization and development is crucial for their ultimate success as educators. It is the contention of this author that institutions of higher education can enhance the quality of their product if they invest in the development of the human capital of all of its employees --- full- and part-time alike. Adjunct faculty are a valuable human resource and cannot remain underutilized if the quality of education is to be maintained in our institutions of higher education.

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